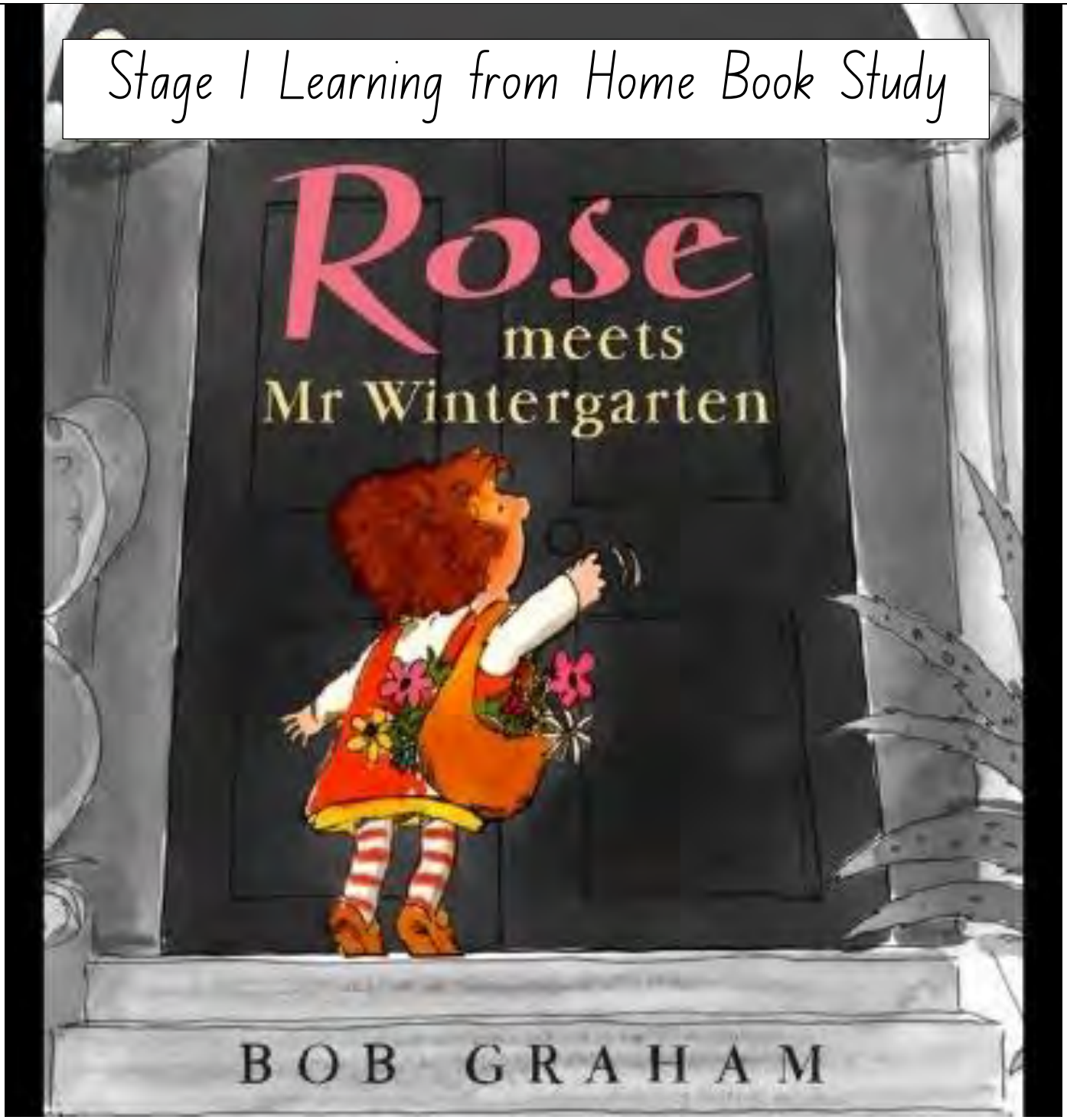
Erina Heights Public School
Learning from Home – Stage 1

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	1J Zoom Link	1B Zoom Link	2T Zoom Link	
Morning	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	FUN FRIDAY BINGO GRID
	Spelling	**Spelling**	**Spelling**	**Spelling**	
	Literacy activities Rose Meets Mr. Wintergarten (read aloud)	**Literacy activities** Rose Meets Mr. Wintergarten (read aloud)	**Literacy activities** Rose Meets Mr. Wintergarten (read aloud)	**Literacy activities** Rose Meets Mr. Wintergarten (read aloud)	
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	
	Manga High	**Manga High**	**Manga High**	**Manga High**	
	Lunch Break				
Optional Activities	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	
	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

-

Stage 1 Learning from Home Book Study

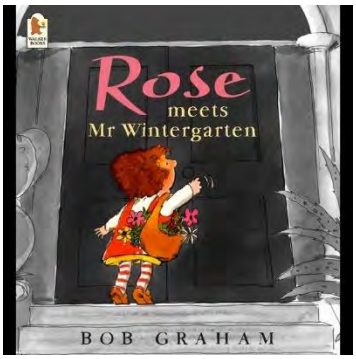


short	mean	friendly	young
kind	scary	thoughtful	tall
helpful	brave	old	lonely

Leave Blank

Monday Writing Task

Before listening to or reading the book ‘Rose meets Mr Wintergarten’, Predict what this book might be about:



What do you think the book is about?

_____

_____

What predictions can we make about ‘Rose meets Mr Wintergarten’ from the pictures?

I predict

_____

_____

_____

_____

Before reading ‘Rose meets Mr Wintergarten’, identify parts of the book:

Title:_____

Author:_____

Listening to or read ‘Rose meets Mr Wintergarten’.

Rose and Mr Wintergarten Read Aloud

After reading ‘Rose meets Mr Wintergarten’, list any new words you heard or saw.

_____

_____

_____

_____

Monday Task (continued): Match the rhyming words.

Rose meets Mr Wintergarten

After reading the text, complete the following. Draw a line to match up the rhyming pairs.

Rhyming Word Match-up

Rose	knock
house	fall
mean	frog
ball	possum
late	nose
Wintergarten	power
grey	bean
dog	stay
Blossom	mouse
flower	gate
sock	kindergarten

Tuesday Task

Listening to or read ‘Rose meets Mr Wintergarten’.

Rose and Mr Wintergarten Read Aloud

Describing Rose and Mr Wintergarten. Cut out the words on the front cover. Trace the words and paste each describing word into either the Rose column or the Mr Wintergarten column.

Rose meets Mr Wintergarten

Cut and paste each describing word into either the Rose column or the Mr Wintergarten column.

Rose	Mr Wintergarten

Wednesday Task

Listening to or read ‘Rose meets Mr Wintergarten’.

Rose and Mr Wintergarten Read Aloud

Draw a picture in each of the boxes showing what happened in each section of the book.
Write a short sentence describing what is happening in each of the pictures.

Rose meets Mr Wintergarten

Beginning

Middle

End

Thursday Task

Listening to or read ‘Rose meets Mr Wintergarten’.

Rose and Mr Wintergarten Read Aloud

Compare the colours in the text. Draw what you see in the text with warm colours and

Rose meets Mr Wintergarten

Use this chart to compare the warm colours and cool colours that have been used throughout the text.

Draw what you can see on the pages with...	
Warm Colours (Red, Orange, Yellow, Pink, Peach, Brown)	**Cool Colours** (Blue, Green, Aqua, Purple, Grey)

What colours have been used on pages featuring Rose?

_____

_____

What colours have been used on pages featuring Mr Wintergarten?

_____

_____

Optional (Fun Friday) Task:
Write a letter to a friend and them why they are a great friend.

Rose meets Mr Wintergarten

Rose and Mr Wintergarten is a text about friendship. Think about a great friend that you have. Write a letter to them and tell them why they are a great friend to you. You might also like to tell them why you like being their friend.

Dear _____,

You are such a great friend and I like being your friend.

You are a great friend because

_____

_____

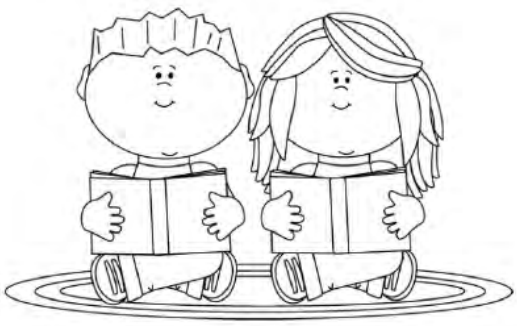
_____

_____

_____

From your friend,

_____



_____

_____

Extension: Monday Task

Rose meets Mr Wintergarten

After reading the text, focus on the character of Rose. Draw a picture of Ros in the box. Then write in the boxes to describe was Rose is, has and feels.

Rose

is	has	feels

Extension: Tuesday Task

Rose meets Mr Wintergarten

After reading the text, focus on the character of Mr Wintergarten. Draw a picture of Rose in the box. Then write in the boxes to describe was Rose is, has and feels.

Mr Wintergarten

is	has	feels

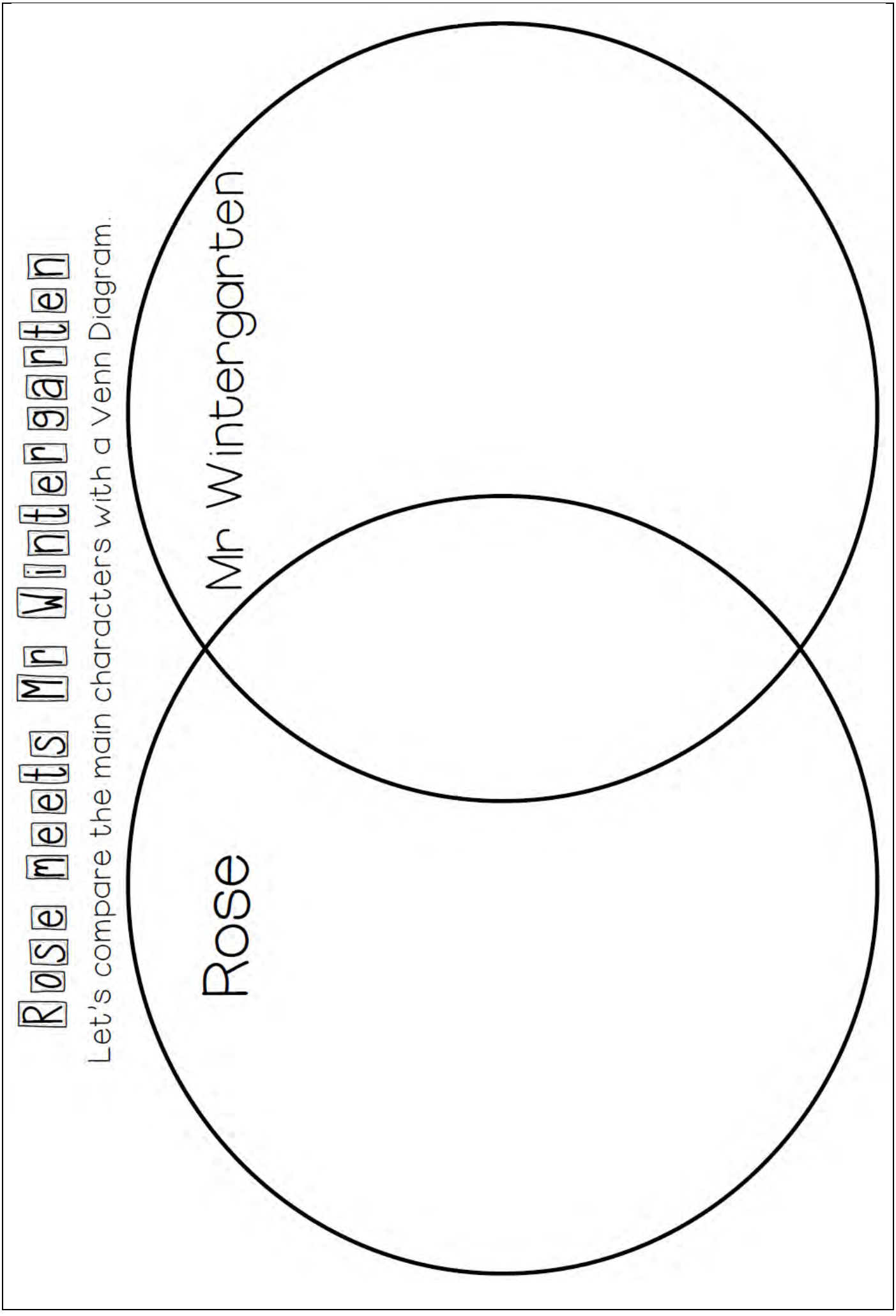
Rose meets Mr Wintergarten

Text to Self Connections 	Text to Text Connections 	Text to World Connections 

Extension: Thursday Task

Rose meets Mr Wintergarten

Let's compare the main characters with a Venn Diagram.



Optional Extension (Fun Friday) Task:

Rose meets Mr Wintergarten

Complete this story chart after reading the text.

Book title: _____

Author: _____

Setting (Where does the story take place?):

_____

Characters (Who is in the story?):

_____ _____ _____

_____ _____ _____

My favourite part of the book

_____

_____

_____

_____

_____

I rate this book: ☆ ☆ ☆ ☆ ☆

This book made me feel: 

Groups and Arrays

Supervisor Information

Materials you will need:

- counters

In this lesson the student will be learning to:

- use concrete materials to model multiplication as equal ‘groups’ and by forming an array of equal ‘rows’ or equal ‘columns’;
- describe collections of objects as ‘groups of’, ‘rows of’ and ‘columns of’;
- determine and distinguish between the ‘number of rows/columns’ and the ‘number in each row/column’ when describing collections of objects;
- recognise practical examples of arrays, such as seedling trays or vegetable gardens.

Background Information

An array is one of several different arrangements that can be used to model multiplicative situations involving whole numbers. It is made by arranging a set of objects, such as counters, into columns and rows. Each column must contain the same number of objects as the other columns, and each row must contain the same number of objects as the other rows.

Supervisor Working with Student

Groups

When making equal groups, the number of objects in each group must be the same.

When objects are grouped equally, the total of the collection can be found easily. This can be done by repeatedly adding the groups together.

Look at the photographs opposite. What kind of groups do you see?

What would happen if packets of colour pencils were sold with pencils missing? How would you be able to find the total of all the gummy bears?

Can you think of other objects which are grouped equally?

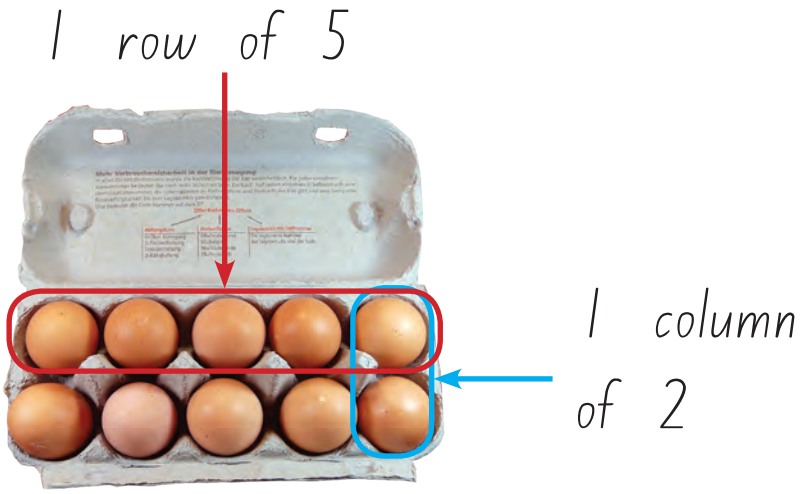
Arrays

Another way in which we can group objects is by putting them into equal rows and equal columns. Rows go across, columns go up and down. This is known as an array. Arrays can be seen in the environment all around us.

Look at the pictures of arrays below. Describe what you see. Encourage the student to trace the rows and columns with their finger. **Why do you think these objects have been organised into arrays? Do you think the arrays would help you to find the total number of objects in each collection?**

Look at the egg carton. In this array of eggs, you can see two rows of five. Point to the rows. **Another way of describing it, is five columns of two.** Point to the columns.
The total number of eggs is ten.

Can you think of other objects which are arranged in an array?

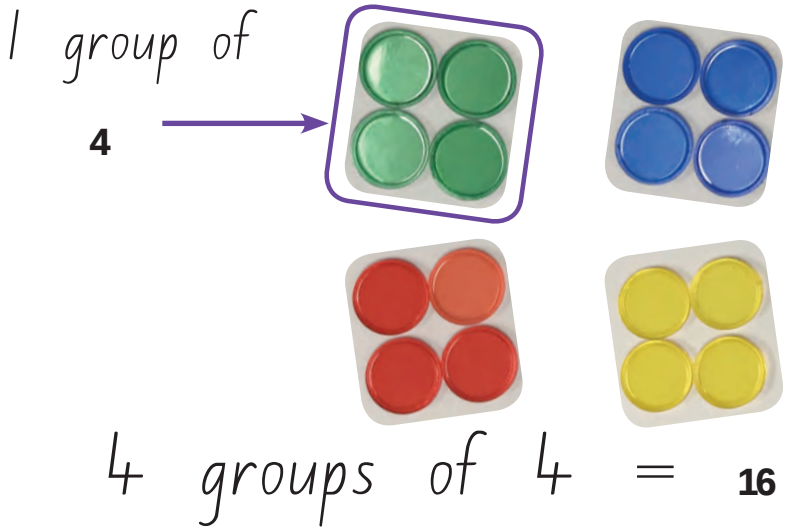


The picture opposite shows counters arranged into groups of four. There are four groups in total.

We can find the total number of counters by adding four, four times. 4 + 4 + 4 + 4. We call this repeated addition because we are repeating the same number that we are adding. We will look at this further in the next lesson.

Point to each group as you add four each time.
4, 8, 12, 16.

Four groups of four equals sixteen.



Another way that we can group the counters equally is using an array.

Remember that an array shows objects arranged in equal rows and equal columns.

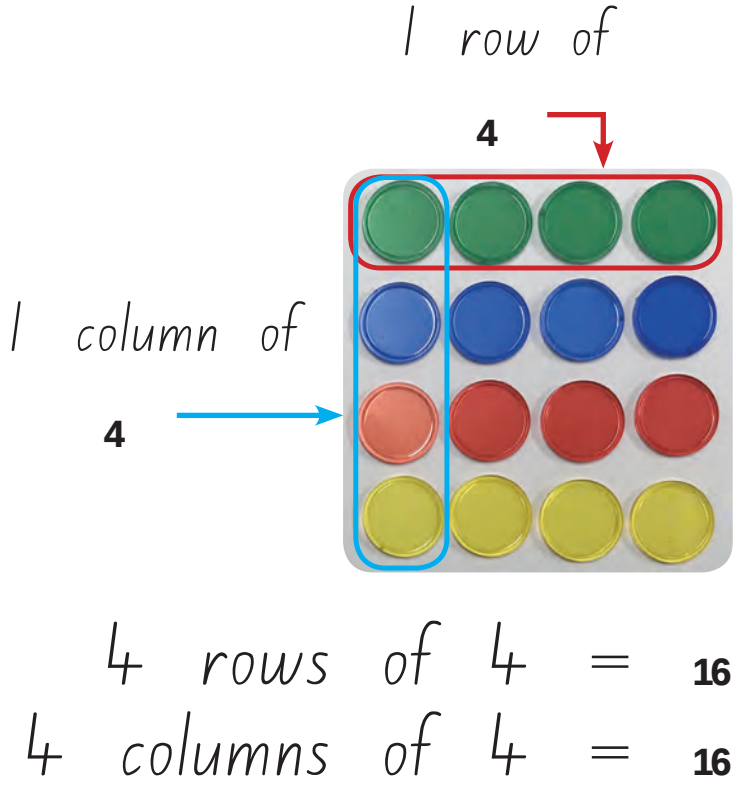
Here is how we can use an array to group these counters into four equal rows of four. Point to the image opposite.

Point to each row as you add four each time. **4, 8, 12, 16.**

Four rows of four equals sixteen.

Point to each column as you add four each time.
4, 8, 12, 16.

Four columns of four equals sixteen.



The picture below shows counters arranged into groups of eight. There are two groups in total.

We can find the total number of counters by adding eight, two times. We call this repeated addition because we are repeating the same number that we are adding.

1 group of **8**

Point to each group as you add eight two times. **8, 16.**

Two groups of eight equals sixteen.

2 groups of 8 = **16**

This array shows the counters arranged into two rows of eight and eight columns of two.
Point to each row as you add eight two times. **8, 16.**
Two rows of eight equals sixteen.

1 row of **8**

1 column of **2**

Point to each column as you add two, eight times. **2, 4, 6, 8, 10, 12, 14, 16.**

Eight columns of two equals sixteen.

2 rows of 8 = **16**

8 columns of 2 = **16**

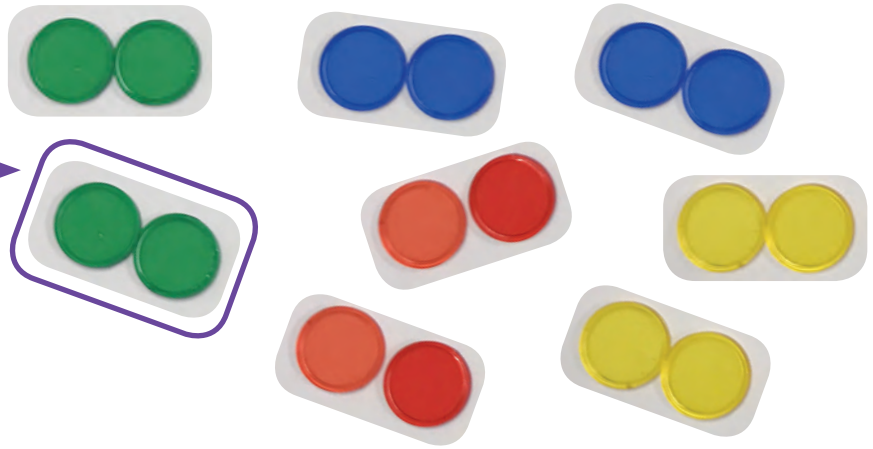
These counters are arranged into groups of two. There are eight groups in total.

We can find the total number of counters by skip counting in twos, eight times.

Point to each group as you skip count. **2, 4, 6, 8, 10, 12, 14, 16.**

Eight groups of two equals sixteen.

1 group of **2**



8 groups of 2 = **16**

This array shows the counters arranged into eight rows of two and two columns of eight.

Point to each row as you add two, eight times.
2, 4, 6, 8, 10, 12, 14, 16.

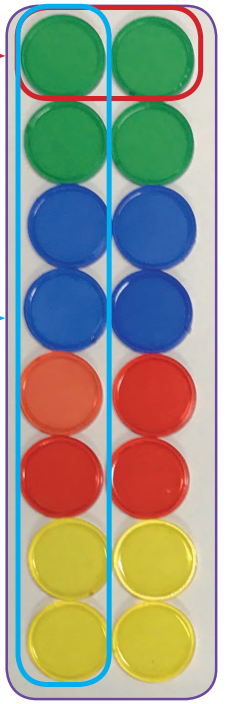
Eight rows of two equals sixteen.

Point to each column as you add eight, two times.
8, 16.

Two columns of eight equals sixteen.

1 row of **2**

1 column of **8**



8 rows of 2 = **16**

2 columns of 8 = **16**

Making arrays

You will need counters for this activity.

It is now your turn to practise making arrays using your own counters. Follow the steps below when completing the activity on the next two pages.

- **Read the instruction and then make the group or array using the counters.**
- **Next, draw and colour the groups or arrays. Make sure that you give yourself enough space to fit the drawings inside the box.**
- **When drawing groups, make sure that the groups are clearly separated and draw a circle around each of them.**
- **Remember that when drawing an array, a row goes across and a column goes up and down. Your rows and columns have to be equal as well.**
- **Once you have finished, write the total number of counters in the answer box.**

groups

3 groups of 4 = ☐

array

3 rows of 4 =

4 columns of 3 = ☐

groups

4 groups of 3 = ☐

array

4 rows of 3 =

3 columns of 4 = ☐

groups

6 groups of 5 = ☐

array

6 rows of 5 =

5 columns of 6 = ☐

groups

5 groups of 6 = ☐

array

5 rows of 6 =

6 columns of 5 = ☐

Read the instructions and draw and the groups. Then draw an array to match. Label the number of counters in one row and one column.

groups

7 groups of 4 = ☐

groups

4 groups of 7 = ☐

Cupcake tray array

Here is example of a real-life array.

How many rows are there?

How many columns are there?

How many cupcakes are there altogether?

Complete the facts below by writing the missing numbers.

3	rows of		=	
	columns of	3	=	

Windows array

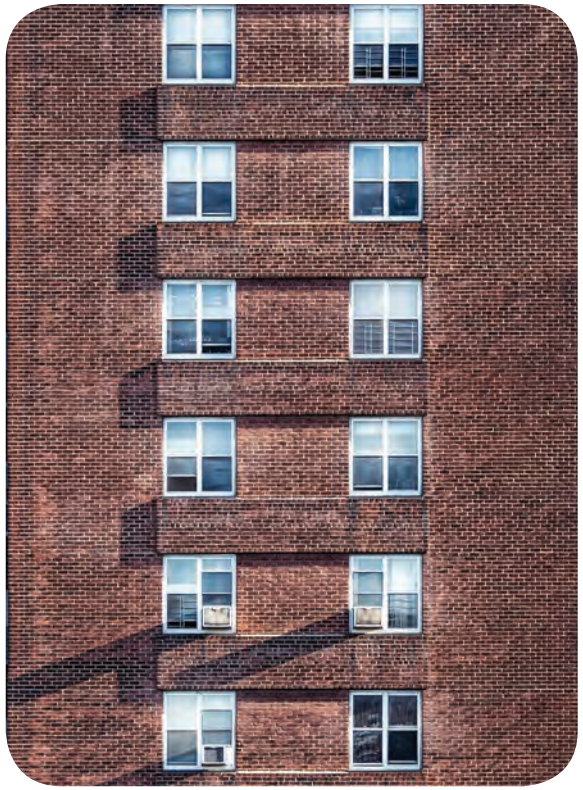
These windows are an example of a real-life array.

How many rows are there?

How many columns are there?

How many windows are there altogether?

Complete the facts below by writing the missing numbers.



☐ rows of 2 = ☐

☐ columns of ☐ = ☐

Repeated Addition

Supervisor Information

Materials you will need:

- pop sticks
- counters

In this lesson the student will be learning to:

- model multiplication as repeated addition;
- find the total number of objects by placing them into equal-sized groups and using repeated addition.

Background Information

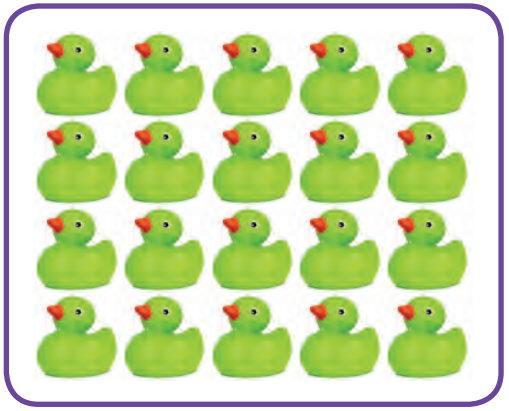
The focus of this lesson is for the student to understand that multiplication can be solved using repeated addition. The student may use their knowledge of skip counting when doing this.

This lesson concentrates on using concrete materials to practise the concept before moving on to repeated addition using an empty number line in Lesson 3.

Supervisor Working with Student

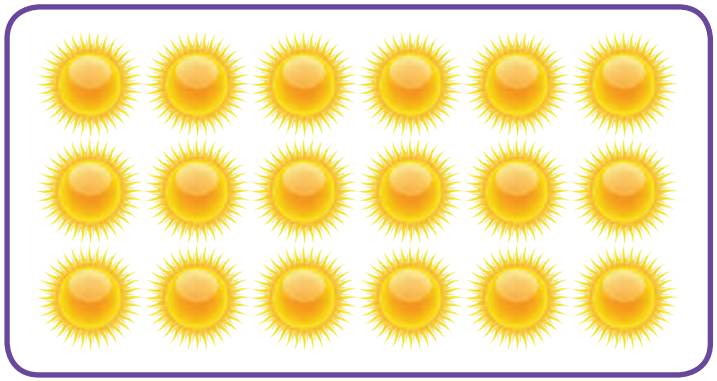
Warm up - arrays

Look at the arrays below. Complete the sentences by writing the missing numbers.



☐ rows of **5** = ☐

☐ columns of ☐ = ☐

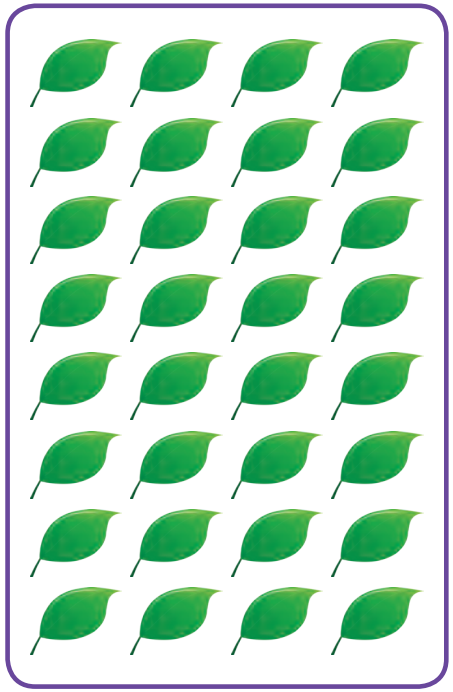


☐ rows of ☐ = ☐

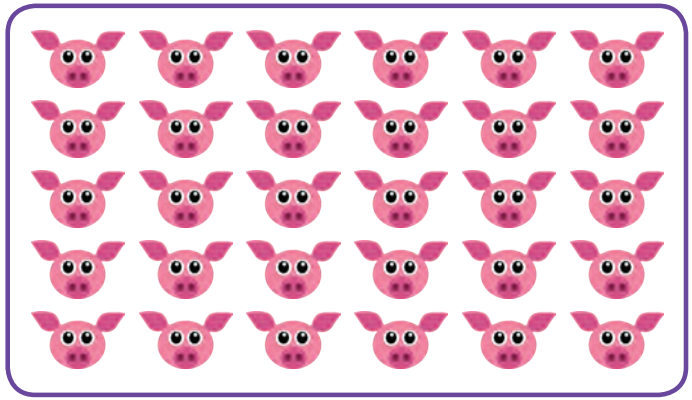
6 columns of ☐ = ☐

Describing collections displayed as an array

Write two facts to show how these objects have been grouped using an array. One has been completed for you



8 rows of 4 = 32



6 columns of 5 = 30

Repeated Addition

We can find the total number of objects in a collection using repeated addition. This means that we keep adding the equal groups until all groups have been added.

Look at the equal groups of pop sticks.

How many groups can you see?
How many pop sticks are in each group?

Let's find the total number of pop sticks by repeatedly adding three each time.

Point to each group as you add three more, 1, 2, **3.** 4, 5, **6.** 7, 8, **9.** Continue until all groups have been counted. 10, 11, **12.** 13, 14, **15.**

We can use our knowledge of skip counting to add each group quickly.

3 + 3 + 3 + 3 + 3 = **15**

3 **6** **9** **12** **15**

The numbers in red show the total after each group of three more was added. Therefore:

5 groups of 3 = 15

Multiplication using repeated addition

For this activity you can use counters or pop sticks to help you. Complete the following problems using repeated addition.

Once you have made the groups and used repeated addition to find the total, write the number sentence in the middle column and the answer in the final column.

5 groups of 4	4 + 4 + 4 + 4 + 4 = 20 **(4) (8) (12) (16) (20)**	20
6 groups of 5		
4 groups of 3		
8 groups of 10		
9 groups of 2		
5 groups of 10		

Animals addition

We are now going use repeated addition to count groups of animals.

Look at the cows below. How many cows are there? (6) **How many legs does each cow have?** (4)

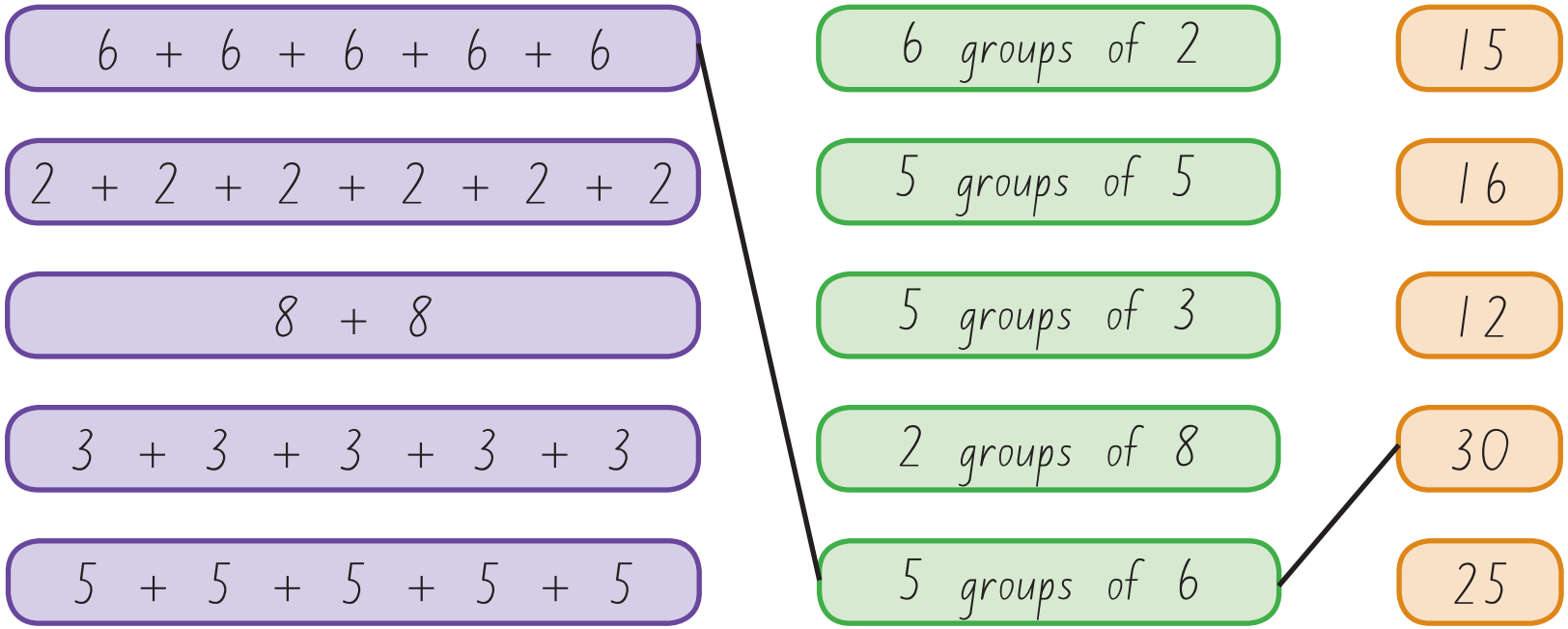
Find the total number of legs by using repeated addition. Add four each time and then write the total number in the box. Use counters to help if you need them.

4 + 4 + 4 + 4 + 4 + 4 = ☐

Each bird has 2 wings. Use repeated addition to find the total number of wings. Write the number sentence and answer in the box. Use counters to help if you need them.

Each building has 5 windows. Use repeated addition to find the total number of windows. Write the number sentence and answer in the box. Use counters to help if you need them.

Draw a line to match the repeated addition sentence with the correct grouping and the total. The first one has been done for you.



Repeated Addition Using a Number Line

Supervisor Information

Materials you will need:

- counters, pop sticks or unifix cubes (optional)

In this lesson the student will be learning to:

- model multiplication as repeated addition;
- use empty number lines and number charts to record repeated addition.

Background Information

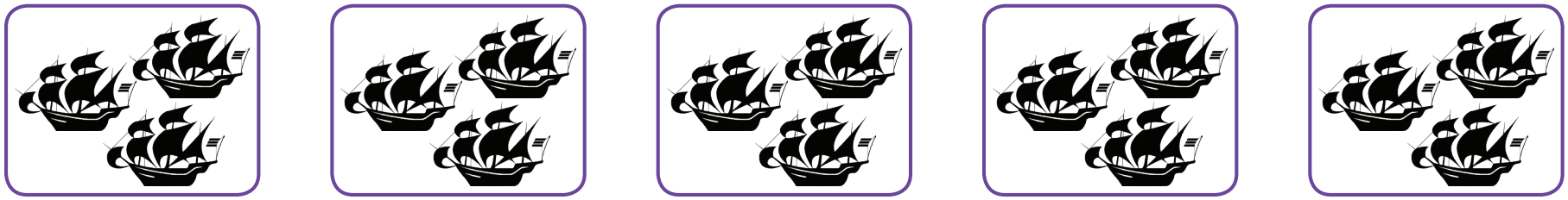
In the previous lesson, the student explored multiplication using repeated addition. In this lesson, the student will show this process by recording jumps on an empty number line. The jumps represent the groups being added each time. The running total is recorded underneath each jump so that the student can keep track of their mental computation.

Encourage the student to use counters, pop sticks or unifix cubes to help with repeated addition if required throughout the lesson.

Supervisor Working with Student

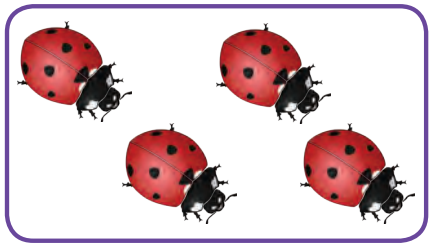
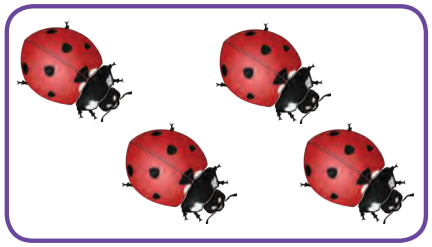
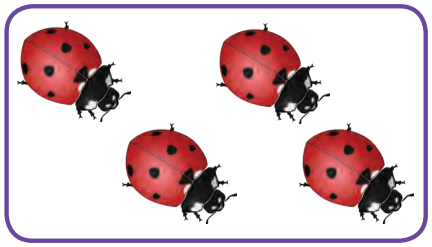
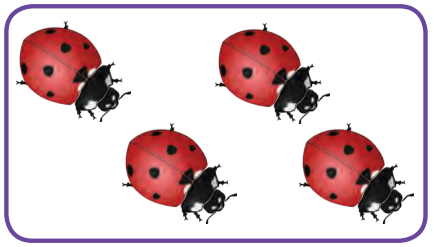
Rows and groups

Look at the pictures and then use repeated addition to find the totals. Write the missing numbers.

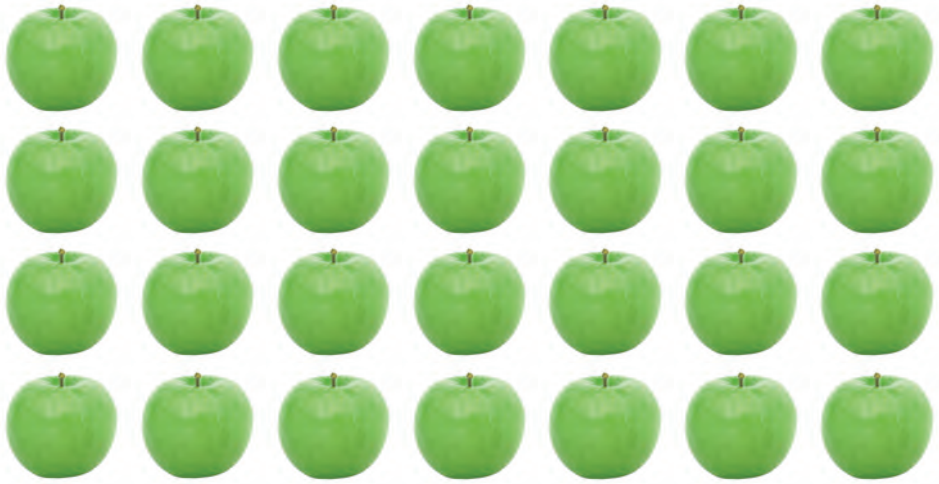


☐ groups of ☐ = ☐ ships

☐ rows of ☐ = ☐ stars

☐ groups of ☐ = ☐ ladybugs



☐ columns of ☐ = ☐ apples

This time you will draw groups or arrays. Draw different shapes, symbols or objects. After you have finished, complete the sentences by writing the total number of items.

6 groups of 4 = _____

3 rows of 5 = _____

7 groups of 3 = _____

5 columns of 2 = _____

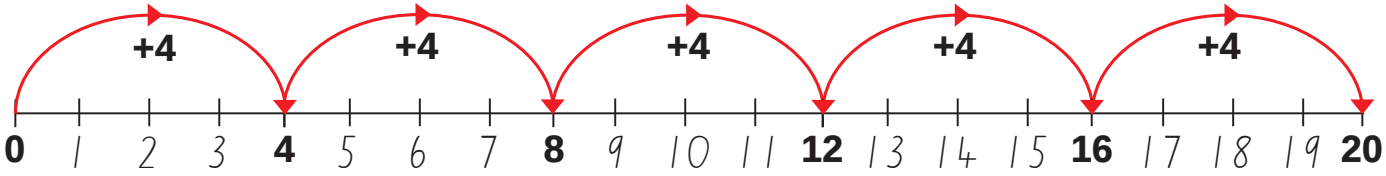
5 groups of 4

Point to the groups below. **There are 5 groups of 4. In order to work out how many counters there are in five groups of four, repeated addition was used by adding four, five times. This gave an answer of twenty counters altogether.**

We can also show repeated addition using a number line. Point to the number line below.

We always add by counting forwards from left to right. Each time we add a number we can write the total underneath the line. Point to the 4, 8, 12, 16 and 20.

After adding five jumps of four, there were twenty counters altogether. Point to the 20.

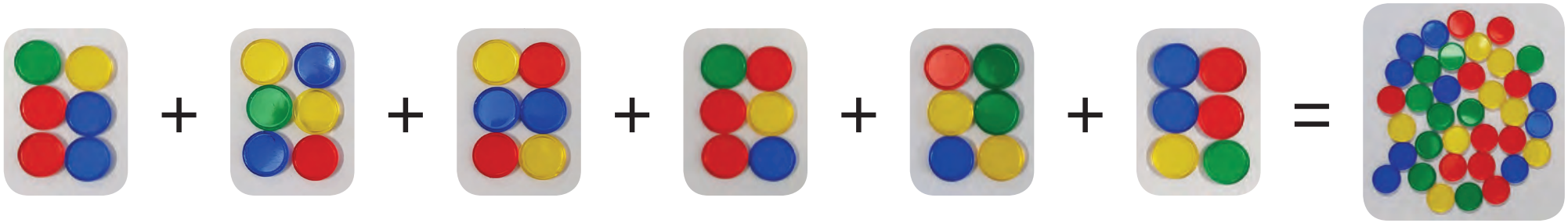


4 + 4 + 4 + 4 + 4 = 20

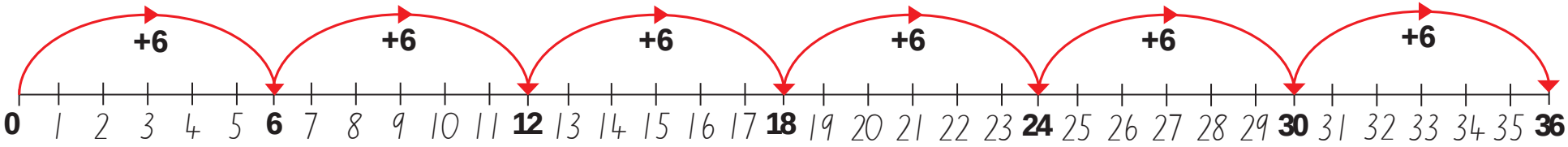
5 groups of 4 = 20

6 groups of 6

Point to the groups below. **There are 6 groups of 6. In order to work out how many counters there are in six groups of six, repeated addition was used by adding six, six times. This gave an answer of thirty-six counters altogether.**



The number line shows 6 jumps of 6. Write in the answer to the repeated addition and grouping number sentences below.

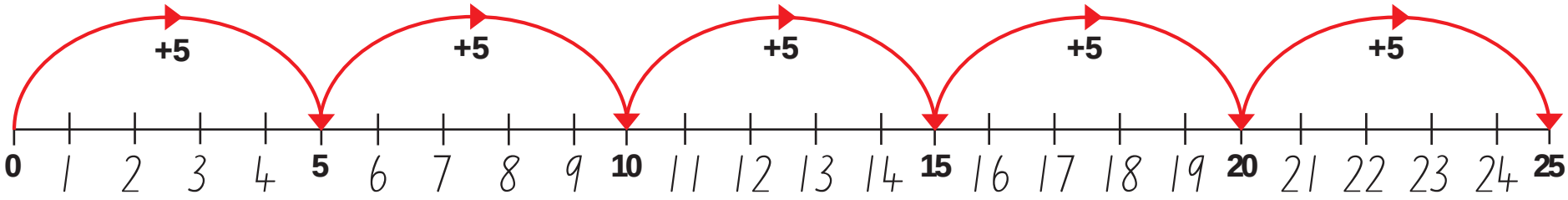


6 + 6 + 6 + 6 + 6 + 6 = _____

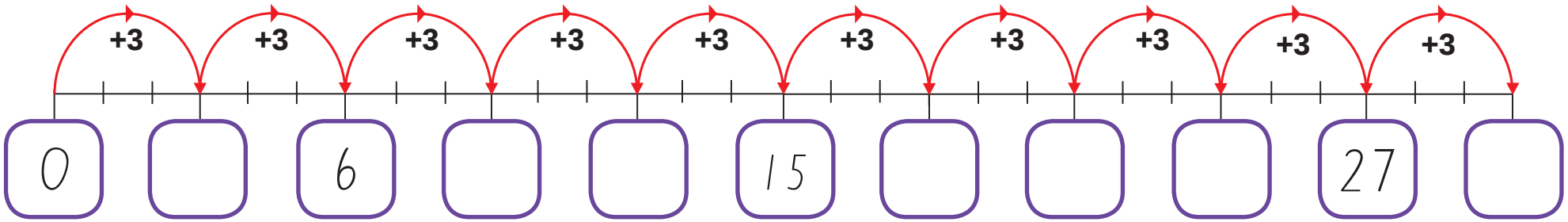
6 groups of 6 = ____

Answer the following questions using repeated addition on the number line.
The first number line has some numbers marked to help you. The remaining number lines are empty.
Remember to record the running total under each jump.

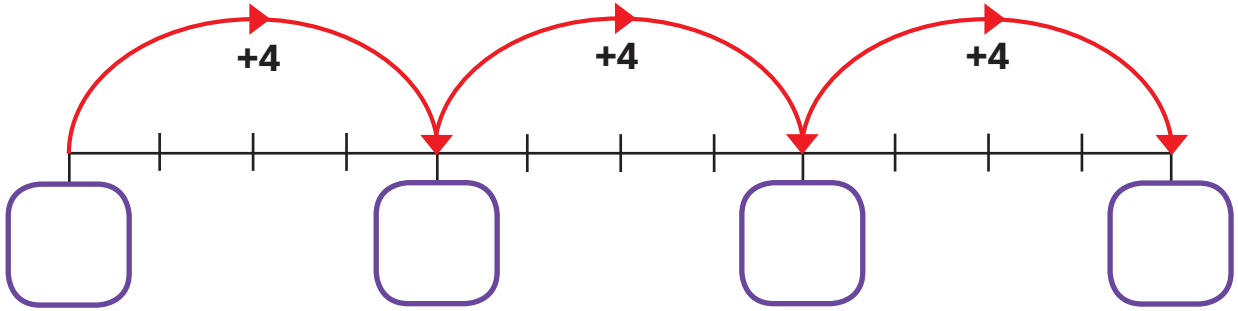
Example: 5 groups of 5 = 25



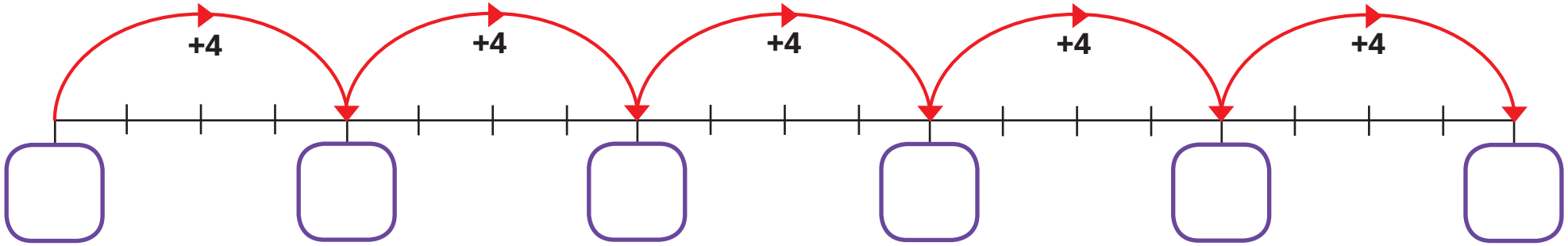
10 groups of 3 = ☐



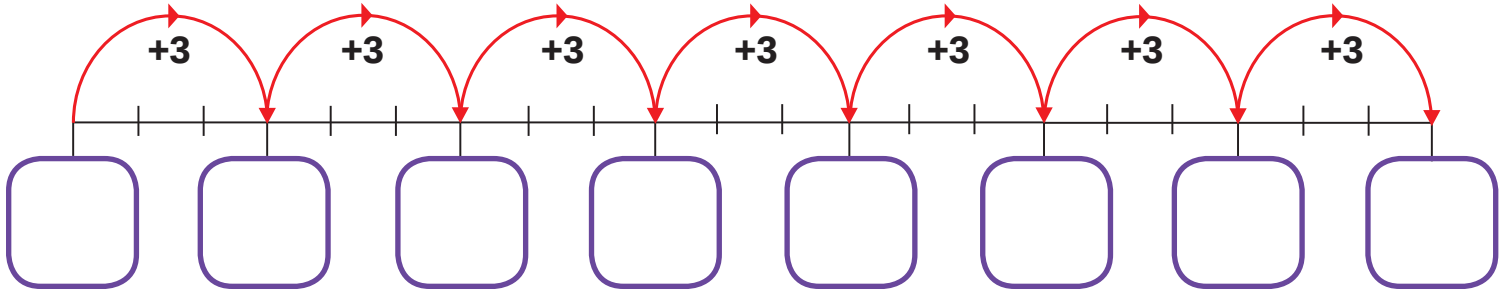
3 groups of 4 = ☐



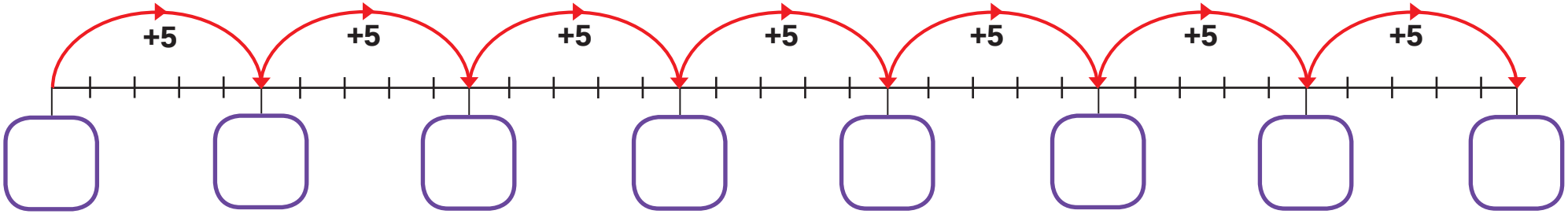
5 groups of 4 = ☐



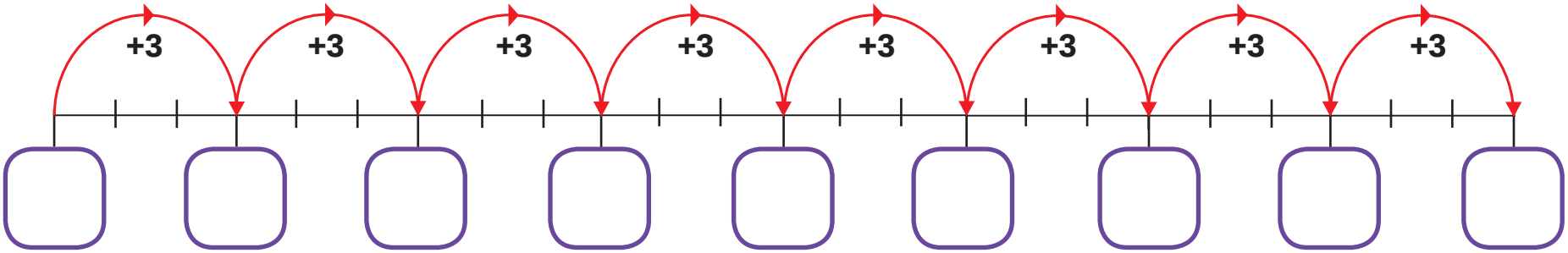
7 groups of 3 = ☐



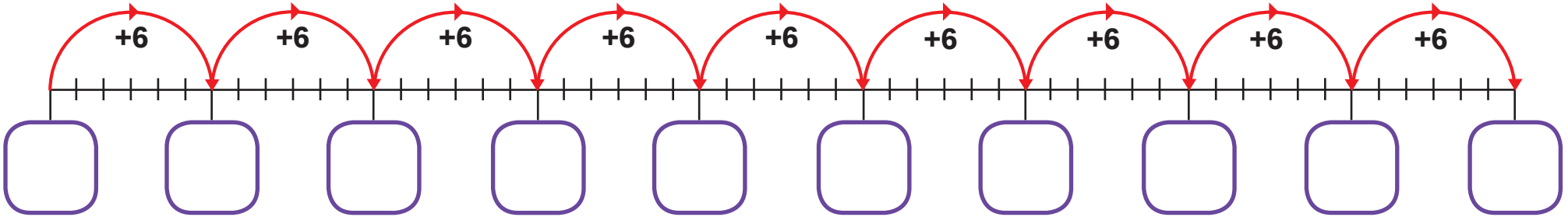
7 groups of 5 = ☐



8 groups of 3 = ☐



9 groups of 6 = ☐



Problem Solving Using Arrays and Repeated Addition

Supervisor Information

Materials you will need:

- counters, pop sticks or cubes (optional)

In this lesson the student will be learning to:

- explore the use of repeated addition to count in practical situations;
- record answers to multiplication problems using drawings, words and numerals.

Background Information

In this lesson, the student will apply their understanding of multiplication to real-life contexts.

Encourage the student to read the word problems if they are able to. You may need to model how to solve a word problem by:

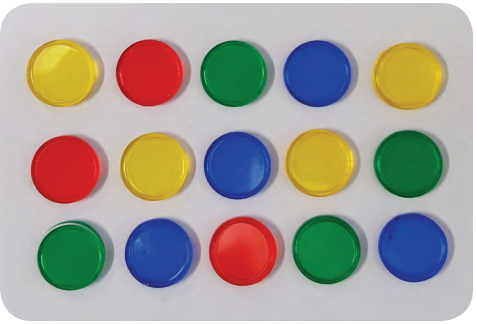
1. reading the question twice;
2. highlighting the key information;
3. selecting an appropriate strategy;
4. showing their working;
5. checking the answer makes sense.

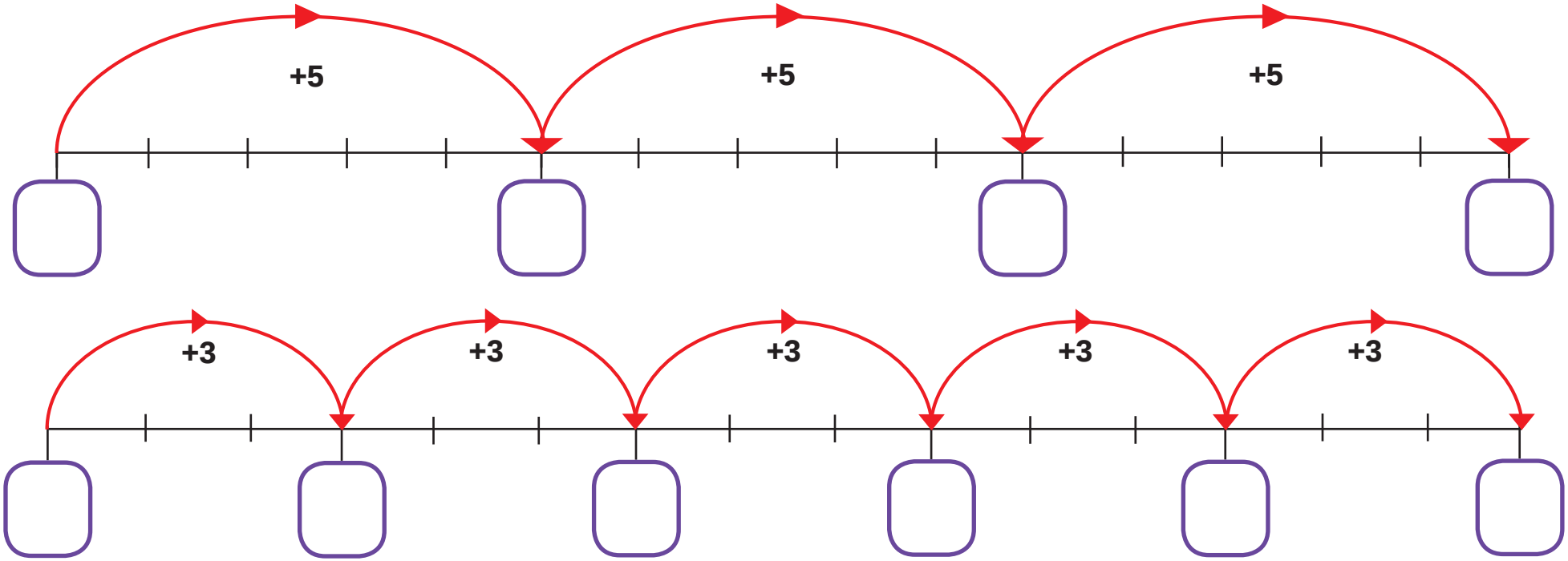
Supervisor Working with Student

Warm up

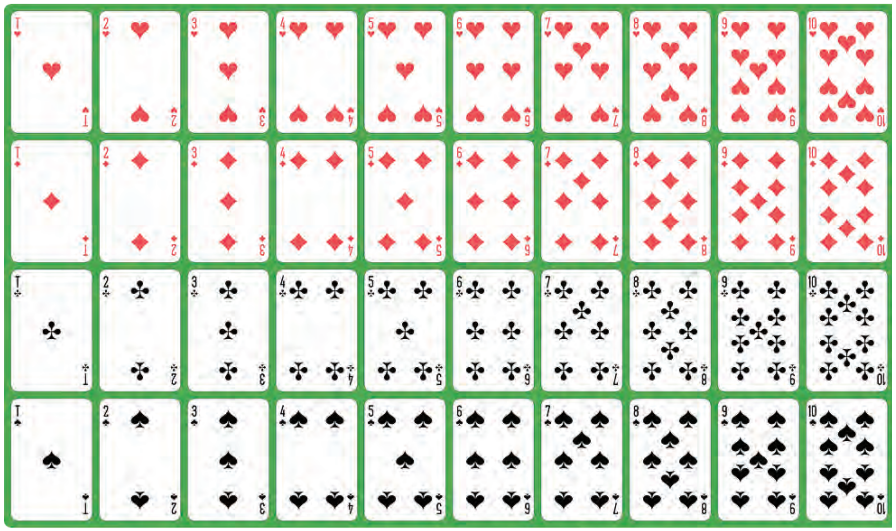
This is an array of counters. How many rows of counters are there? How many columns of counters are there?

Show two ways of using repeated addition to find the total number of counters. Draw and label the jumps on each of the number lines.

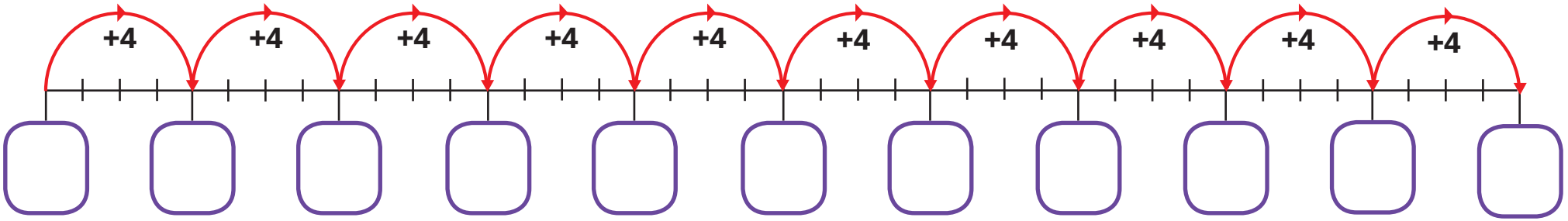


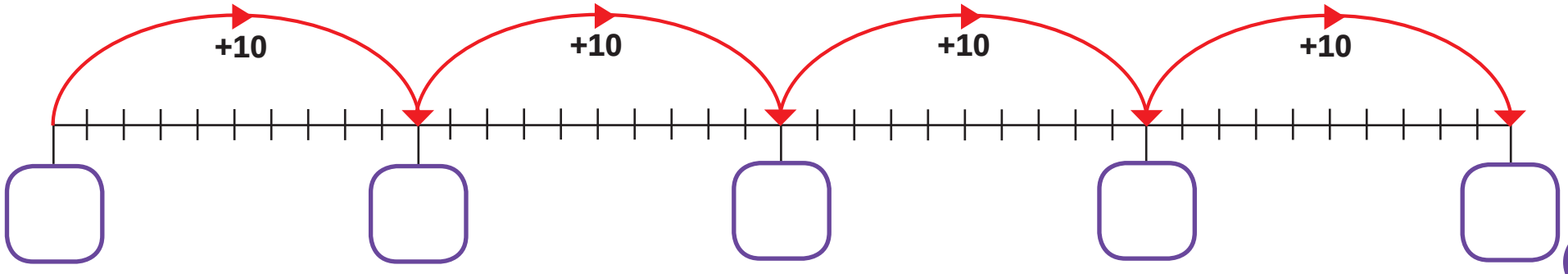


This is an array of playing cards. How many rows of cards are there? How many columns of cards are there? Show two ways of using repeated addition to find the total number of playing cards. Draw and label the jumps on each of the number lines.



total =





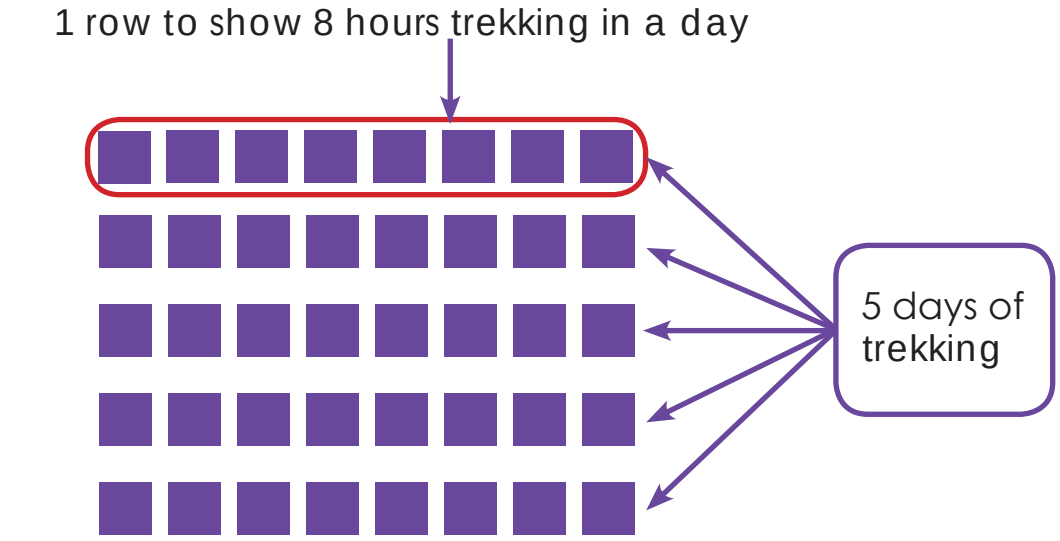
Solving word problems using arrays

On the next page, the student will apply their knowledge and understanding of grouping to help them answer real-life word problems. Encourage the student to read the question aloud, with support if necessary. Point to the words as they read. Once the student has read the question, ask them to draw an array to match the problem and then write the answer in the box.

Go through the example with the student first so they understand what to do.

Example

Melanie went on a mountain trekking trip. Each day she trekked for 8 hours. Her trip lasted for 5 days. How many hours did she trek in total?



5 groups of 8 = 40

40 hours

Farmer Paige has 8 chickens in each pen. She has 4 pens. How many chickens does she have in total?

☐ chickens

Class 2P students were put into teams of 5 for a sporting activity. There were 4 teams. How many students were there in the class?

☐ students

Solving word problems using repeated addition on a number line

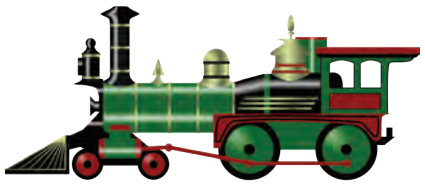
This time you will practise using repeated addition on an empty number line to solve word problems.

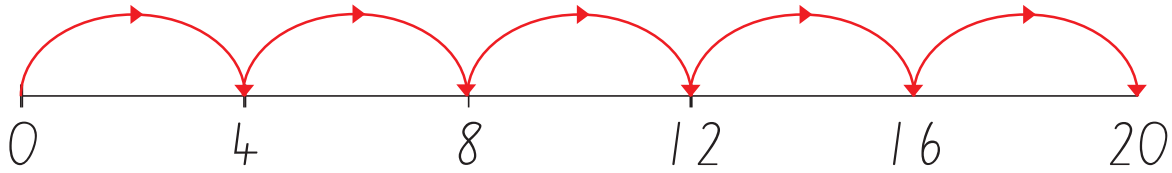
Draw the jumps on the number line before writing the answer in the box.

Go through the example with the student first so they understand what to do.

Example

There were 5 toy trains. Each train had 4 large wheels. How many large wheels were there altogether?



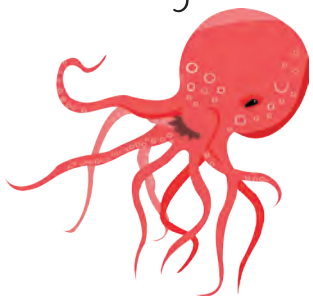


4 + 4 + 4 + 4 + 4 = 20

5 groups of 4 is 20

20 wheels

There were 2 octopus in a tank at the aquarium. Each had 8 arms. How many arms were there altogether?



arms

Joe made 4 trays of cupcakes for his birthday party. Each tray holds 9 cakes. How many cakes did he bake?

cakes

Use a strategy of your choice to answer the following real-life problems. Remember to show your working and write the answer.

Four friends each gave $5 to buy a new game. How much money did they have to spend?

dollars

A cafe sold 6 pizzas every day for 5 days. How many pizzas did the cafe sell in total?

pizzas

Underarm throw and a two handed catch (30 seconds)	Right-arm throw and a right-hand catch (30 seconds)	Left-arm throw and a left-hand catch (30 seconds)	Left-arm throw and a right-hand catch (30 seconds)	Right-arm throw and a left-hand catch (30 seconds)
Underarm throw, touch the ground and a two-handed catch	Underarm throw, 180-degree turn and a two-handed catch	Pass the ball/ beanbag around your – waist, knees and ankles	Partner catches: complete 5-10 catches in a row	With a partner complete 5-10 catches with a curved flight path
Underarm throwing into a hoop	Underarm throwing to knock down an object	Underarm throw, clap hands in front and a two-handed catch	Underarm throw, clap hands behind and a two-handed catch	Underarm throwing to a partner over varying distances
Partner catches: Do as many catches as you can in 30seconds	Underarm throw at a target on the wall	Underarm throw to hit and move an object	Bounce and catch the ball as many times as you can in 30seconds	Create your own throwing and catching game
Using a large ball (basketball): Perform a Pat Bounce Using Two hands	Using a large ball (basketball): Perform a Pat Bounce Using your Right hand	Using a large ball (basketball): Perform a Pat Bounce Using your Left hand	Using a large ball (basketball): Perform a Pat Bounce Alternate hands Left, Right, Left, Right	Using a large ball (basketball): Perform a Pat Bounce And change the speed of your bounce – big and slow, small and fast

FUN FRIDAY BINGO GRID

Choose a line of 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and try and share some pictures with your teacher and class of the fun things you got up to today.

Play a board game or card game with your family members.	 Take a photo of each thing you find as proof.	Go on a bush or beach walk.	List all the different colours you can see outside and tally how many items you see in each colour.	Hide some treasure and create a treasure map for someone in your family to follow.
Try and find an object for each letter of the alphabet around your house or outside.	Create an artwork in your driveway or on concrete using coloured chalk.	Make a tent or special fort in your lounge room. Ask if you can camp out in it for the night.	Play with your pet for 30minutes or take them for a walk.	Read a book for 20minutes or write your own story.
Make up a dance routine to your favourite song.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Collect some leaves, flowers, sticks, feathers and any other natural products and create an artwork with your collection.	Build an amazing Lego creation.	Do a painting or drawing of anything you choose.
Make brownies or cupcakes and deliver them to a neighbour with a nice message.	Do some cooking or baking or create your own unique sandwich filling.	Have a paper-plane flying competition.	Play your favourite music and dance around. Sing along to all the words and dress you if you like.	Have an online playdate with a friend using Zoom or Facetime.
Paint some rocks and create a kindness garden in your backyard.	Put on a puppet show or concert for your family members. You could use stuffed toys or figurines as the characters.	Go on a bug scavenger hunt around the yard. Take photos or draw any interesting bugs that you find.	If you own a tent, set it up outside and go camping with your family. Don't forget the marshmallows!	Create a course that includes at least 5 obstacles/challenges in your backyard, park or open area. See how quickly you can complete it.

My Dad

My dad's job

_____

My favorite thing
to do with my dad

_____

My dad's superpower

_____

I love Dad more than

_____

My dad always laughs when

_____

I love my dad because

_____

My Dad

My dad's job

_____

My favorite thing
to do with my dad

_____

My dad's superpower

_____

I love Dad more than

_____

My dad always laughs when

_____

I love my dad because

_____

Erina Heights Public School
Learning from Home – Stage 1

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

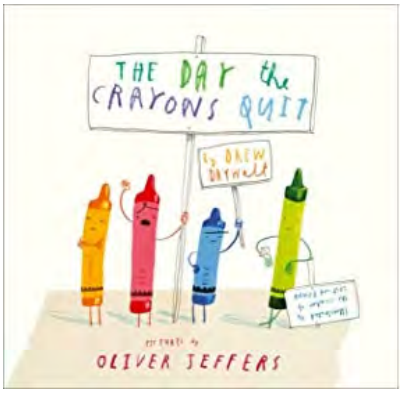
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	1J Zoom Link	1B Zoom Link	2T Zoom Link	
Morning	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	FUN FRIDAY BINGO GRID
	Spelling	**Spelling**	**Spelling**	**Spelling**	
	Literacy activities The Day the Crayons Quit (read aloud)	**Literacy activities** The Day the Crayons Quit (read aloud)	**Literacy activities** The Day the Crayons Quit (read aloud)	**Literacy activities** The Day the Crayons Quit (read aloud)	
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	
	Manga High	**Manga High**	**Manga High**	**Manga High**	
	Lunch Break				
Optional Activities	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	
	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

-

Monday Week 9

"The Day the Crayons Quit" by Drew Daywalt

Before we read and listen to the story … Look at the front cover of the book…



- Do the crayons look happy, sad or another emotion?

  _____
  _____

- What does the word '**quit**' mean? Where can you find the meaning if you don't know?

  _____
  _____

- Why do you think the crayons have quit?

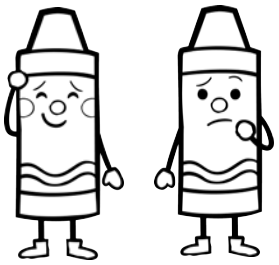
  _____
  _____

- What do you think this story could be about?

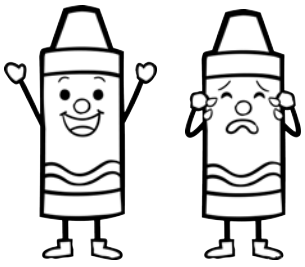
  _____
  _____
  _____
  _____

Enjoy listening and reading the story. Click on the link below to hear the story.

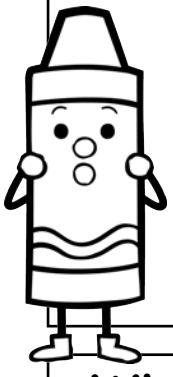
The Day the crayons quit - Books Alive! Read Aloud book for children - Bing video



Retelling the STOR Y



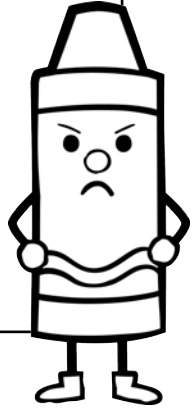
Which crayon was very embarrassed? Why?



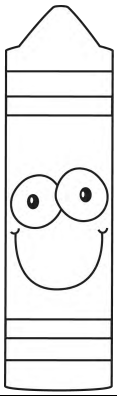
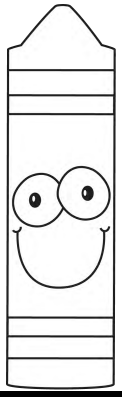
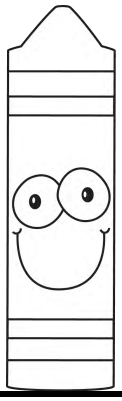
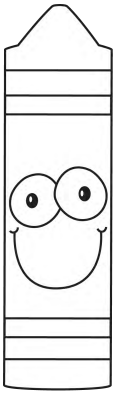
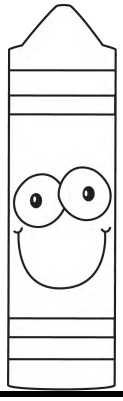
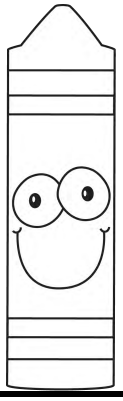
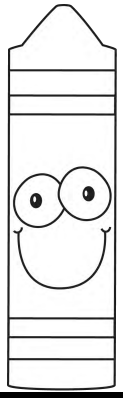
Which crayon even works on holidays?

Which crayons are used the most?

Which two crayons are not talking to each other? Why?



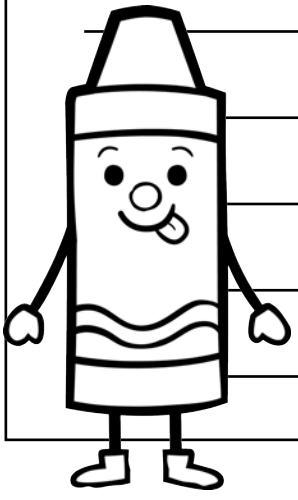
The crayons have given you clues to see if you can figure out who is who. When you think you have figured out which crayon is in each box, colour the crayon their colour.

 This crayon thinks he works harder than any other crayon. He has a colour that all Santas at Christmas need.	 This crayon is upset because he isn't even in the rainbow. He fills in the empty space between things.
 This crayon wants Duncan to stay in the lines when he colours. He is also the favourite crayon for dragons and wizard hats.	 This crayon hates being used to draw the outline of things that are coloured in by other crayons.
 This crayon is proud of his colour, but he is tired of being called light brown or dark tan.	 This crayon is very happy with his workloads and he enjoys being used to colour dinosaurs and frogs.
 This crayon is tired of being used to colour big animals. He wants to be used more for pebbles and rocks.	 This crayon feels that he is the colour of the sun, and he is no longer speaking to the orange crayon.

Tuesday Week 9

Write a Story

Write a story about what the crayons did after they quit.



Match the vocab word to the definition.

stubby	fabulous	embarrassed
career	brilliant	whiner
successful	fair	gorgeous

1._____ To feel uncomfortable

2._____ Incredible

3._____ Short and thick

4._____ Cries or moans about something

5._____ Shining brightly

6._____ Very beautiful

7._____ To achieve something

8._____ An occupation or profession

9._____ Free from dishonesty or bias

Wednesday Week 9

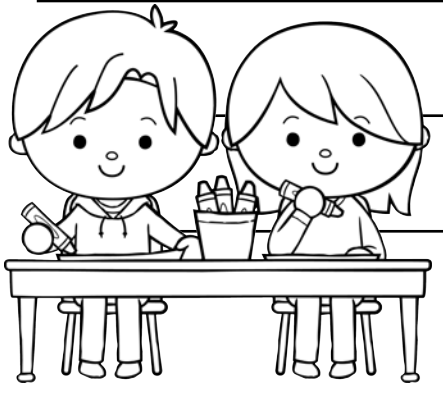
If I were a crayon...

If you were a crayon, what colour would you be? Give reasons for your answer.

If I were a crayon, I would be _____

because _____

Sometimes it might be hard because _____



Adjective Hunt

Adjectives are describing words

Put a circle around all the **adjectives** in this paragraph. Write them in alphabetical order on the line provided.

(Tip: There are 9 adjectives to find).

Duncan is a little boy who wants to colour in, but his crayons are feeling unhappy. They have quit! Red Crayon looks tired and Green Crayon looks a bit bored. Blue Crayon feels angry because he has to colour in all the big animals.

_____ _____ _____

_____ _____ _____

_____ _____ _____

Sort the adjectives by what they are describing.

Colour	Size	Looks	Feelings
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TRUE OR FALSE?

After reading the story, check whether the following statements are true or false.

Green Crayon has become short and stubby after too much use.	true	false
Purple Crayon is concerned about Duncan not colouring inside the lines.	true	false
Beige Crayon is used for colouring wheat.	true	false
Pink Crayon would like to be used to colour in a dinosaur.	true	false
Green Crayon is very unhappy about its situation.	true	false
White Crayon feels empty.	true	false
Green Crayon has been Duncan's favourite crayon.	true	false
Duncan peeled off the wrapping of Pink Crayon.	true	false

Thursday Week 9

A Letter From Duncan

Write a letter (from Duncan) to the crayons.

Dear Crayons,

Your Faithful Owner,

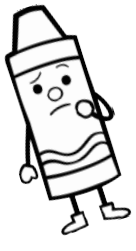
Duncan

The Day the Crayons Quit
WORD SEARCH

e	r	n	h	d	f	x	r	a	y	d	c	q	b	z
e	c	b	b	q	g	r	e	e	n	f	y	o	q	b
z	c	r	c	p	d	w	d	v	b	o	m	c	l	l
w	w	e	m	u	v	d	e	e	h	r	j	r	a	u
a	h	a	n	r	c	d	d	x	v	a	e	a	z	e
p	i	n	k	p	e	v	v	m	r	n	x	y	w	z
z	t	f	z	l	m	j	u	r	e	g	x	o	w	t
a	e	r	g	e	f	t	u	i	s	e	z	n	g	u
a	w	q	r	w	f	q	u	i	t	b	g	s	n	m
q	k	l	a	z	x	x	e	i	i	d	w	r	j	l
a	s	h	y	w	b	e	i	g	e	q	f	u	i	o
a	d	h	d	y	b	x	w	b	p	e	a	c	h	n
e	b	l	a	c	k	z	s	e	h	j	i	e	r	m
w	f	v	s	t	v	y	e	l	l	o	w	m	d	s
w	g	j	o	p	x	f	s	n	k	r	x	v	s	e

Can you spot these words?

quit
rest
crayons
black
white



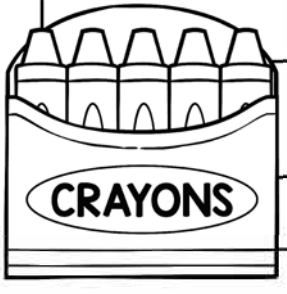
beige
purple
green
blue
yellow

orange
red
pink
peach
gray

Friday Week 9 Optional

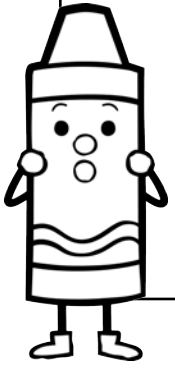
Write a story about a magic, multi-coloured crayon.

- Why is it magic?
- What might happen to the person that uses it?
- How will your story start and end?



Design a new outfit for Peach Crayon!

Poor peach crayon lost her wrapping and is too embarrassed to leave the box! Help Peach Crayon out and design it a fantastic new wrapping to wear in style!



The Sequel -

The Day the Crayons Came Home

by Drew Daywalt

Click on the link below to listen to and read the sequel.

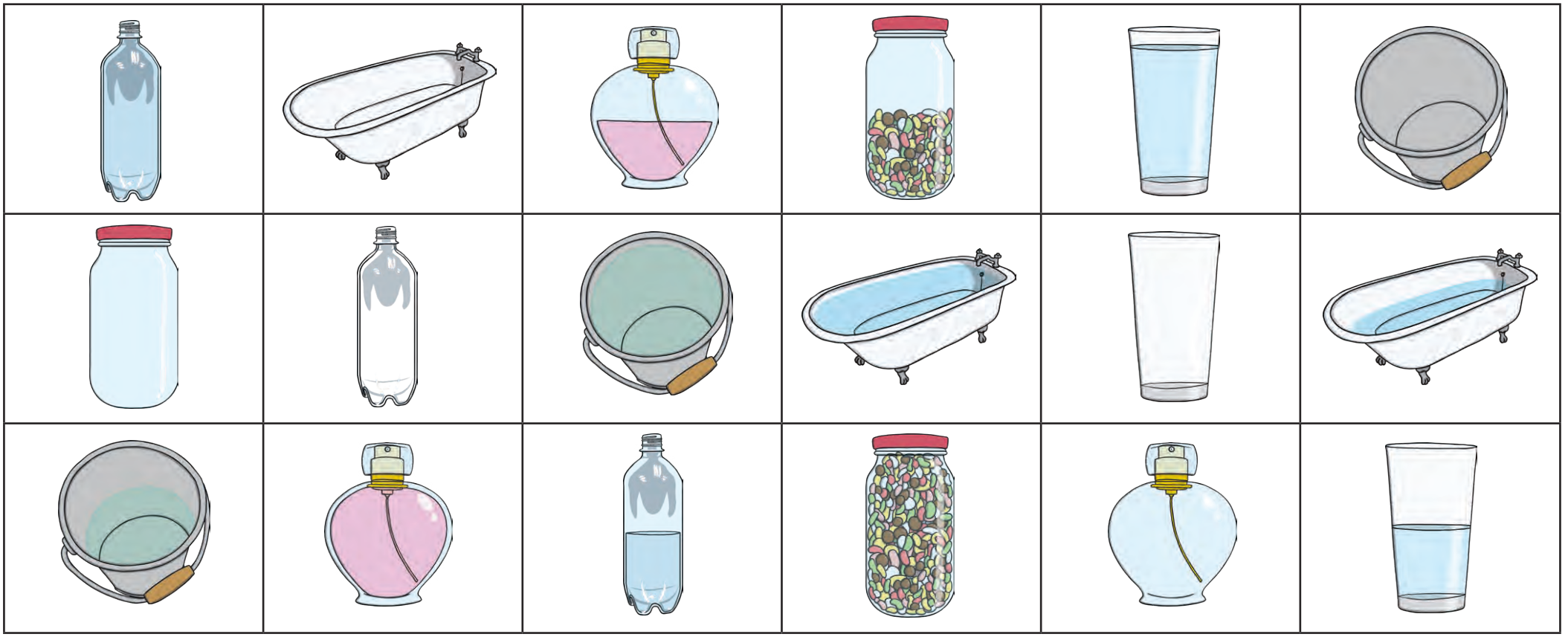
The Day the Crayons Came home - Books Alive! Read Aloud book for children - Bing video

Monday - Volume & Capacity

Capacity Sorting

Can you sort the pictures into full, half-full and empty?

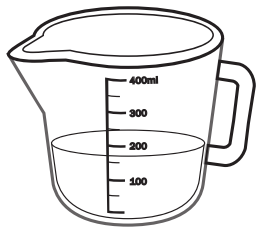
full	half-full	empty



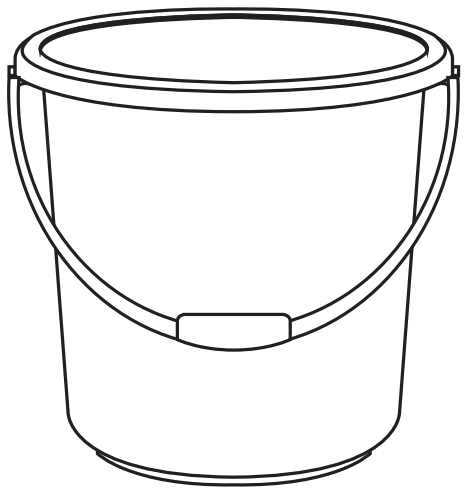
Volume and Capacity

Colour the item you would use to fill the bucket.

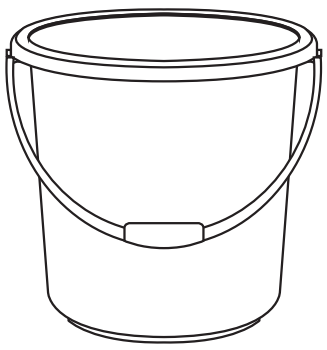
spoon



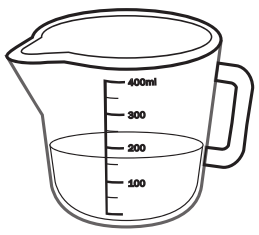
jug



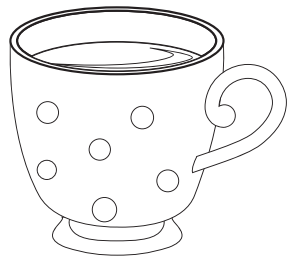
Colour the item you would use to fill the cup.



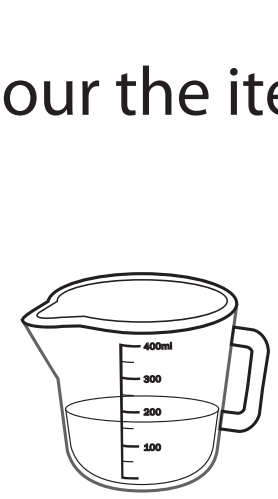
bucket



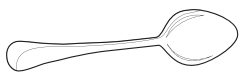
jug



Colour the item you would use to fill the kettle.



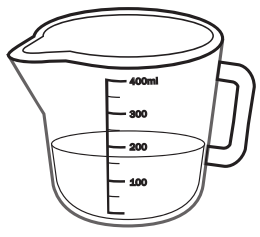
jug



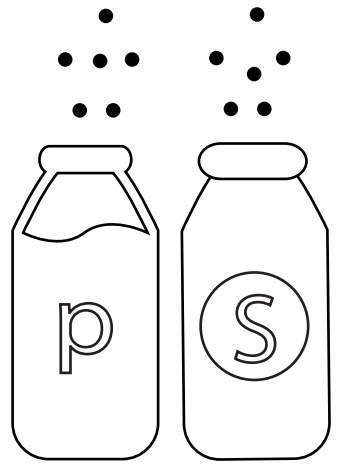
spoon

Colour the item you would use to fill the shakers.

spoon

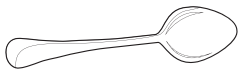


jug

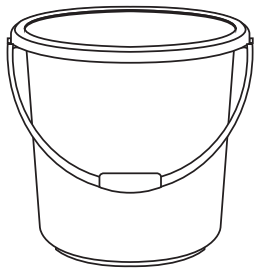


Volume and Capacity

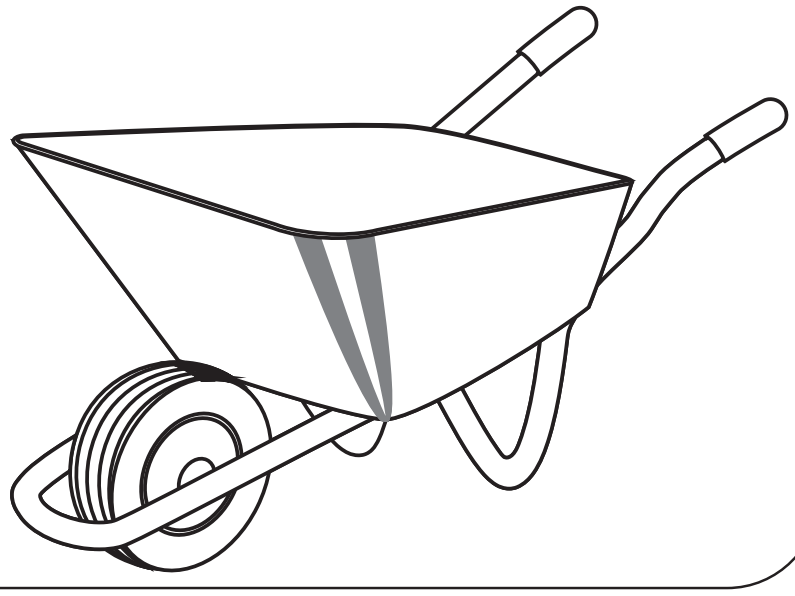
Colour the item you would use to fill the wheelbarrow.



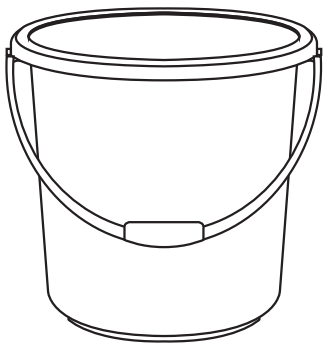
spoon



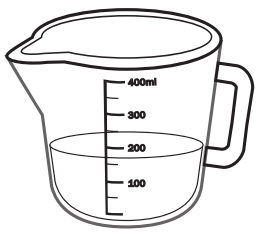
bucket



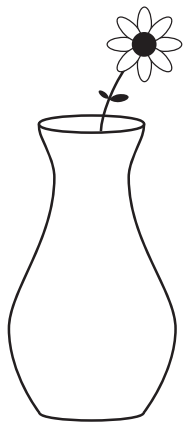
Colour the item you would use to fill the vase.



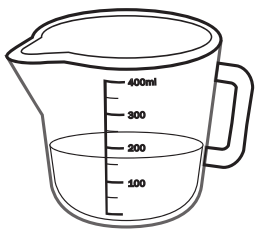
bucket



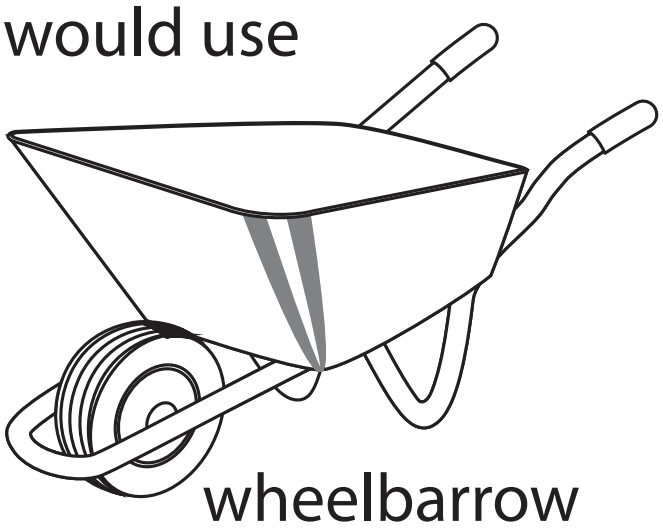
jug



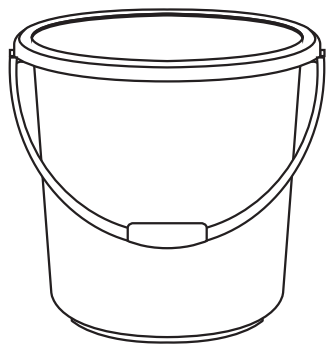
Colour the item you would use to fill the bucket.



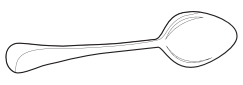
jug



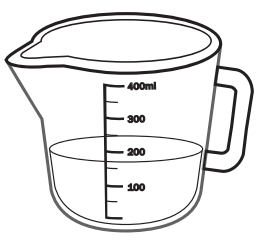
wheelbarrow



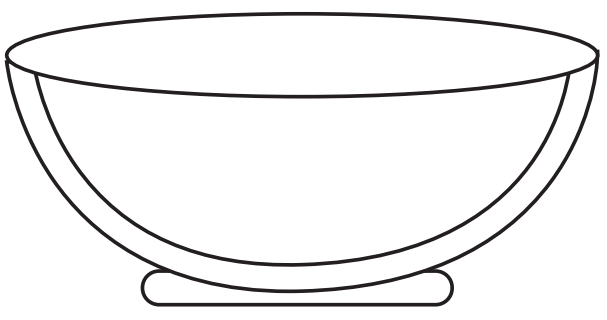
Colour the item you would use to fill the bowl.



spoon



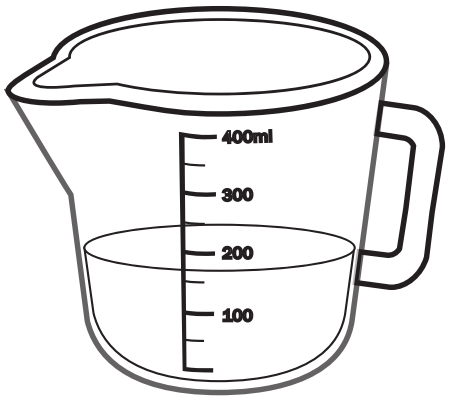
jug



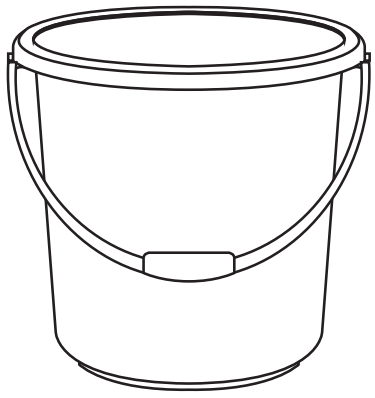
Volume and Capacity

Colour the item that holds less.

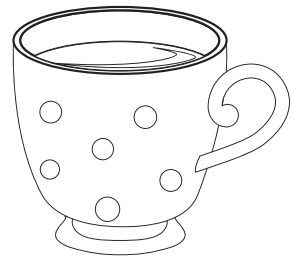
spoon



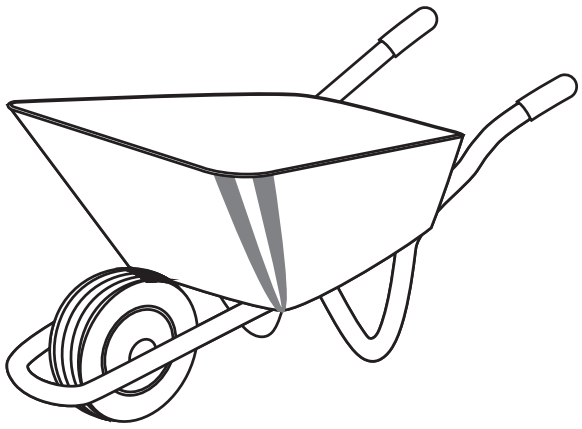
jug



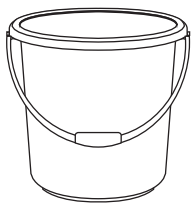
bucket



cup

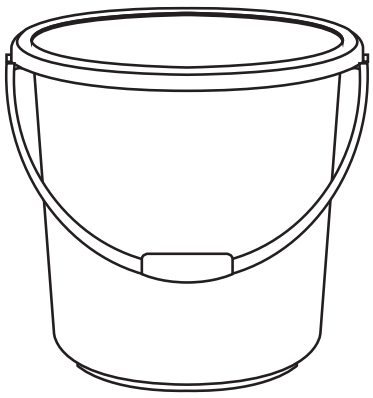


wheelbarrow



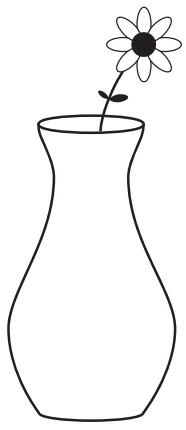
bucket

kettle

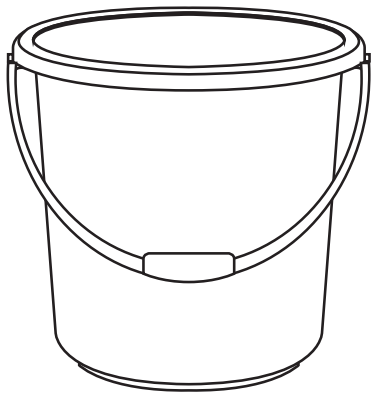


bucket

spoon

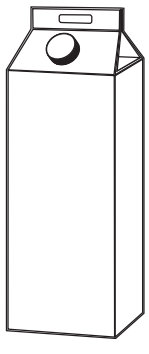


vase

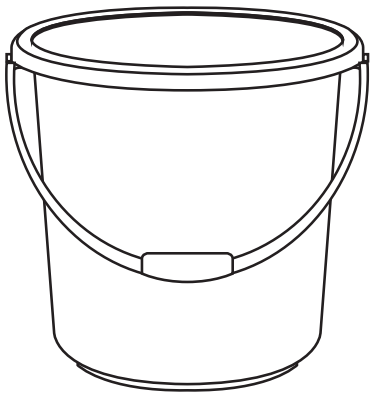


bucket

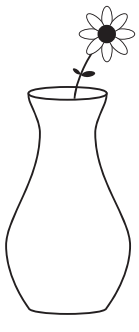
bowl



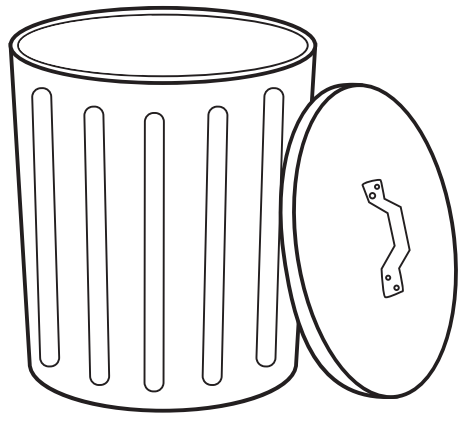
carton



bucket



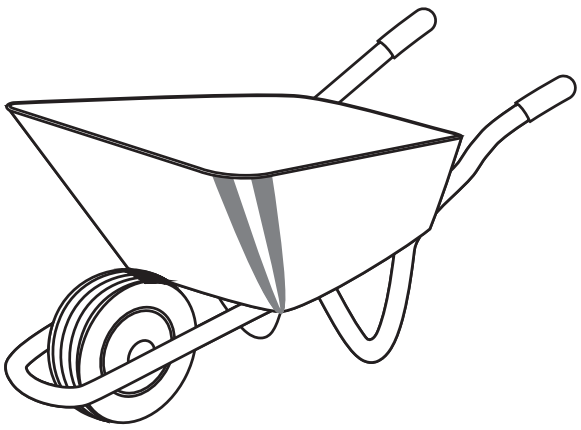
vase



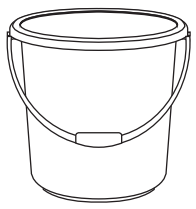
trashcan

Volume and Capacity

Colour the item that holds more.



wheelbarrow

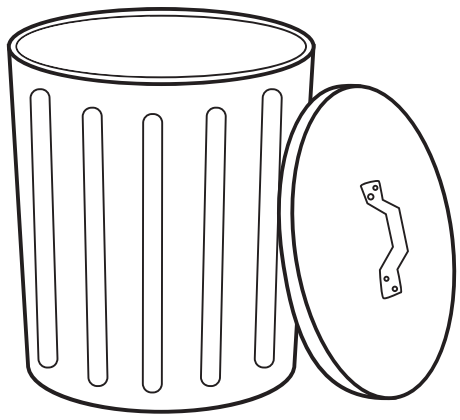


bucket

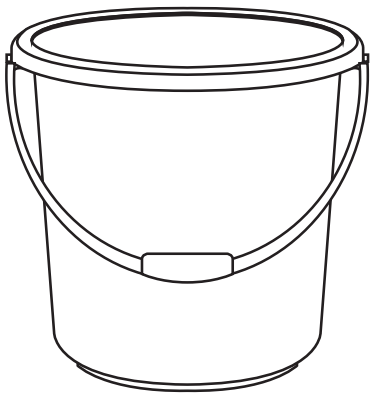
spoon

vase

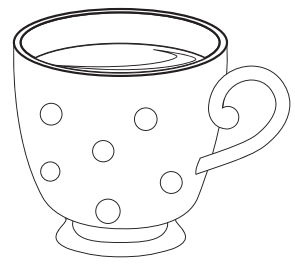
vase



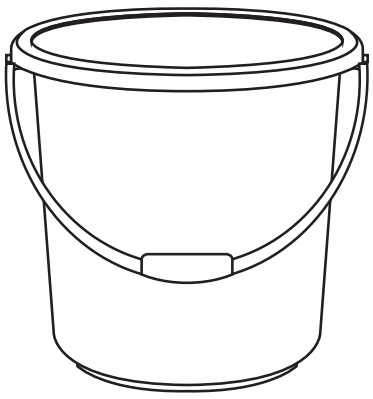
trashcan



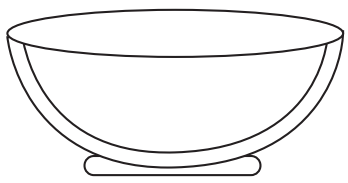
bucket



cup

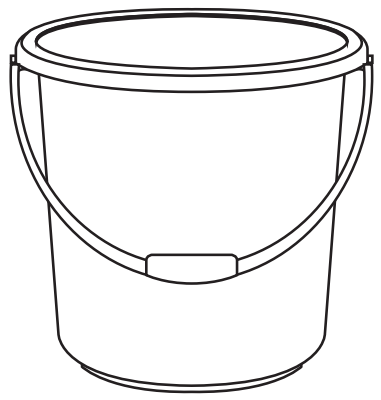


bucket

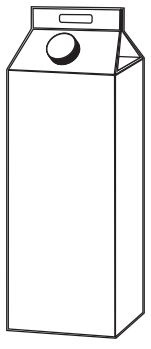


bowl

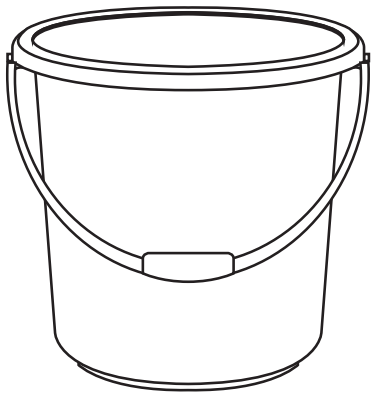
kettle



bucket

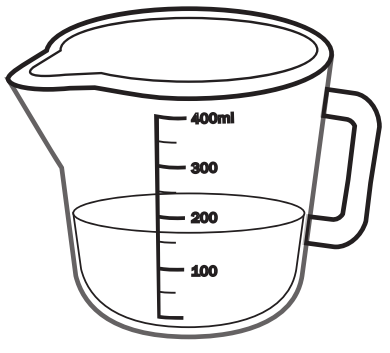


carton



bucket

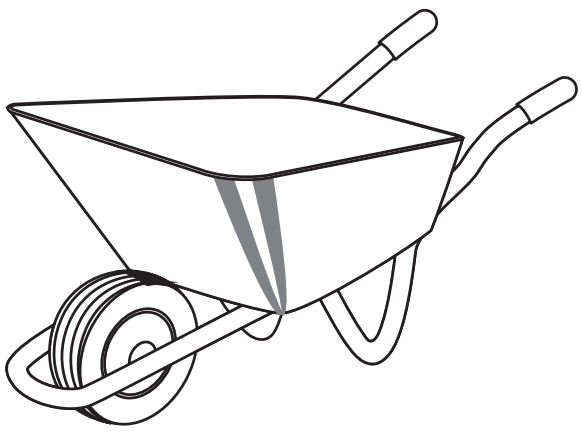
spoon



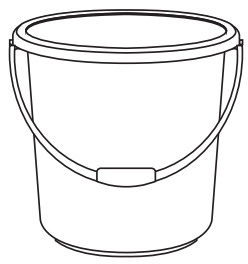
jug

Volume and Capacity

Number the items from smallest to biggest (ascending order).



☐ wheelbarrow

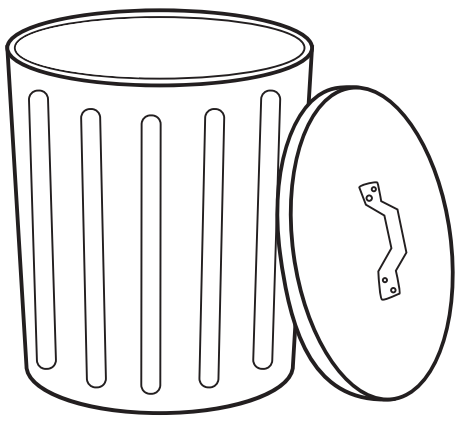


☐ bucket

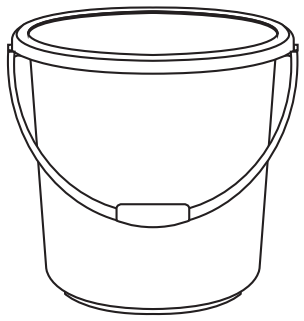
☐ spoon

☐ vase

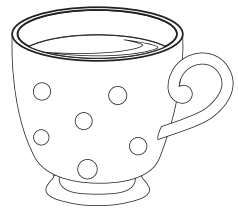
☐ vase



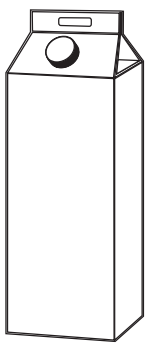
☐ trashcan



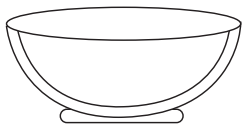
☐ bucket



☐ cup

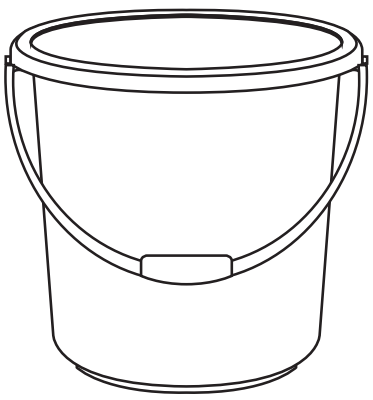


☐ carton

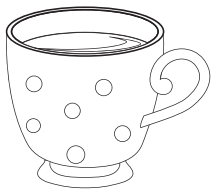


☐ bowl

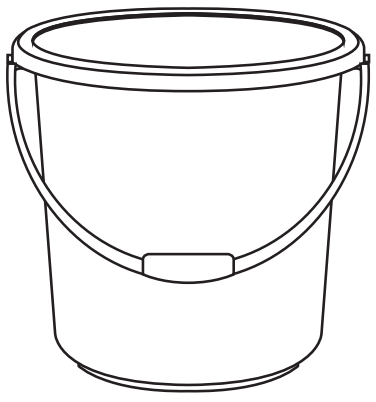
☐ kettle



☐ bucket

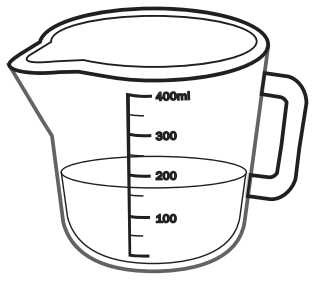


☐ cup



☐ bucket

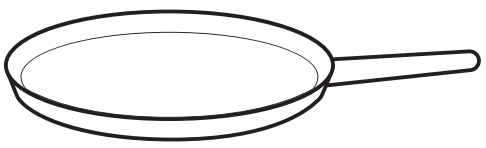
☐ spoon



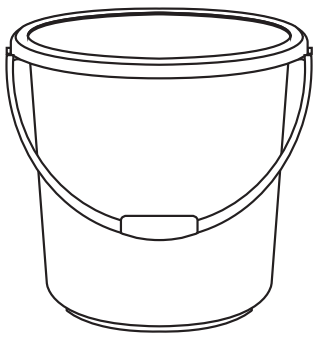
☐ jug

Volume and Capacity

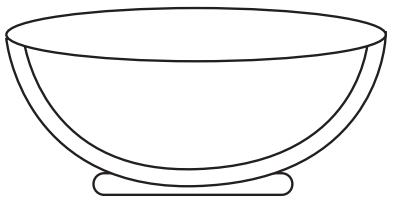
Number the items from smallest to biggest (ascending order).



☐ frypan



☐ bucket



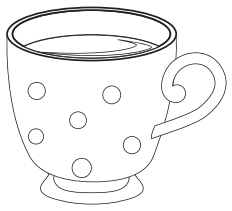
☐ bowl

☐ vase

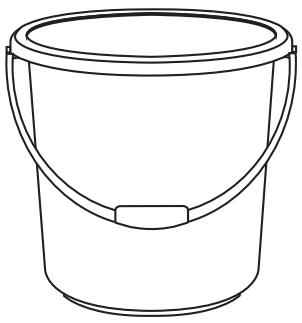
☐ vase

☐ salt shaker

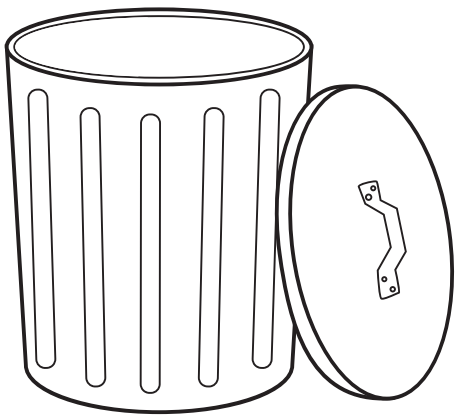
☐ spoon



☐ cup

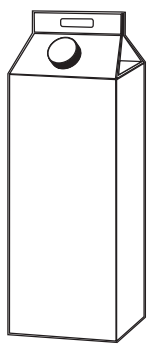


☐ bucket



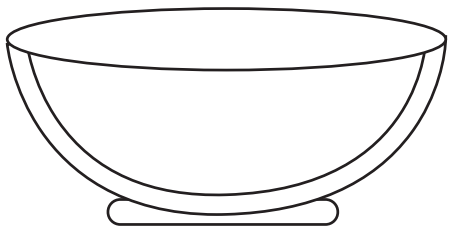
☐ trashcan

☐ kettle



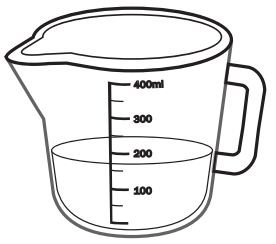
☐ carton

☐ cup



☐ bowl

☐ spoon



☐ jug

Capacity and Volume

Can you draw a line on each container to show the water level at the correct volume?

half full

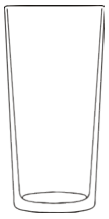
nearly full

nearly empty

full

Which container has the smallest capacity? **Circle one.**

Which container has the greatest capacity? **Circle one.**



Which container has the greatest capacity? **Circle one.**

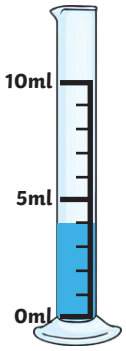
Which container has the smallest capacity? **Circle one.**

Wednesday - Volume & Capacity

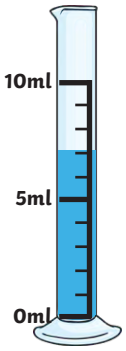
Measuring Volume

Aim: I can measure volume.

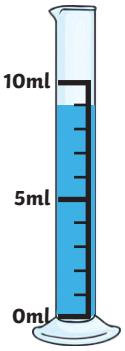
How much water is there in each jug?



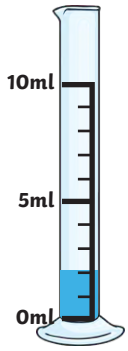
1. _____ ml



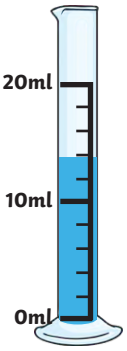
2. _____ ml



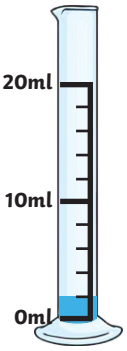
3. _____ ml



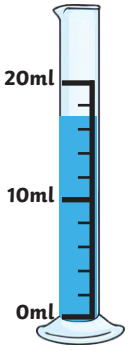
4. _____ ml



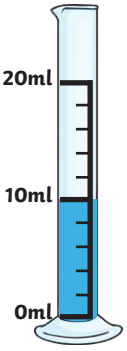
5. _____ ml



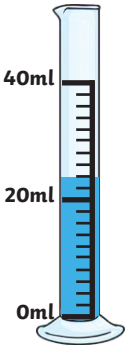
6. _____ ml



7. _____ ml



8. _____ ml

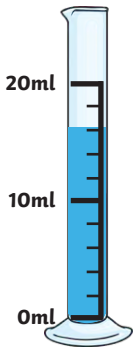


9. _____ ml

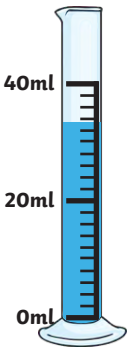
Measuring Volume

Aim: I can measure volume.

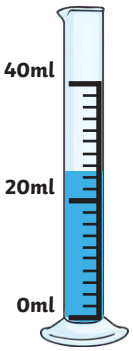
How much water is there in each jug?



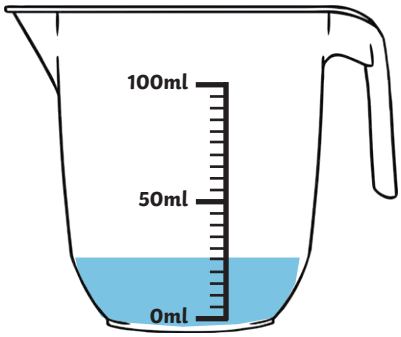
1. _____ ml



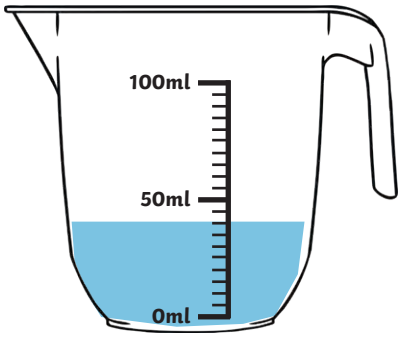
2. _____ ml



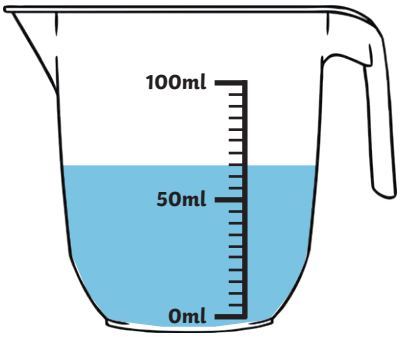
3. _____ ml



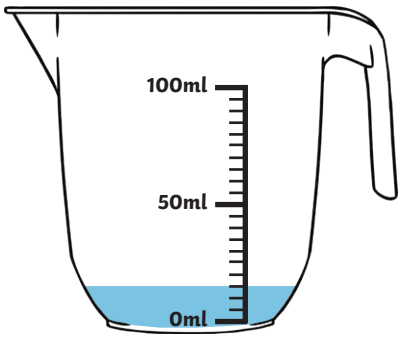
4. _____ ml



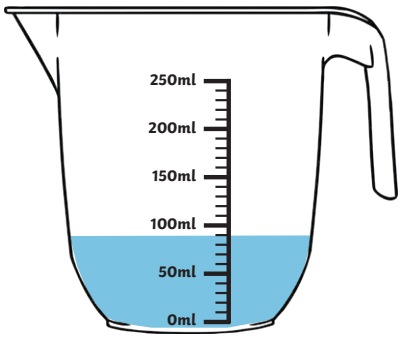
5. _____ ml



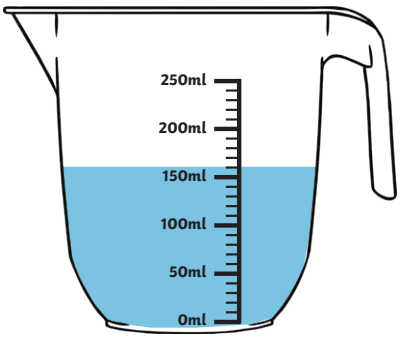
6. _____ ml



7. _____ ml



8. _____ ml

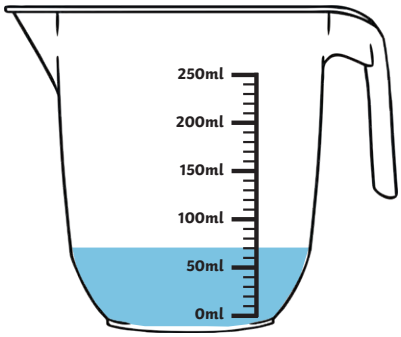


9. _____ ml

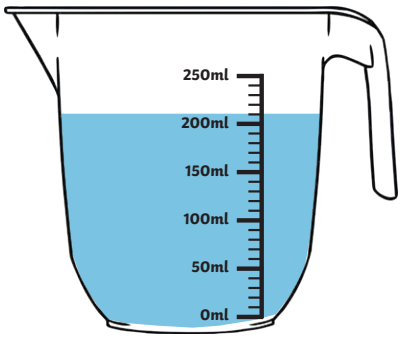
Measuring Volume

Aim: I can measure volume.

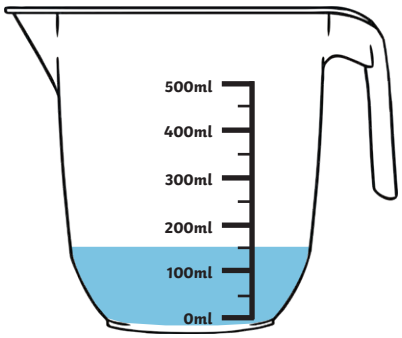
How much water is there in each jug?



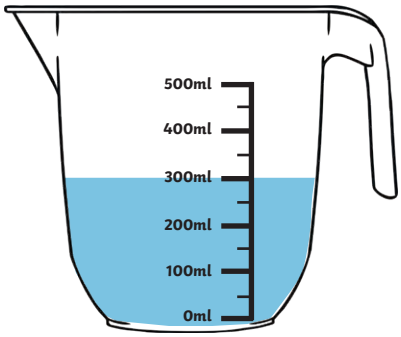
1. _____ ml



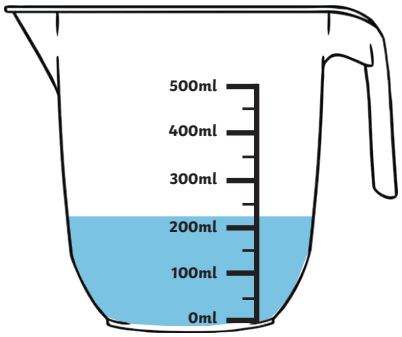
2. _____ ml



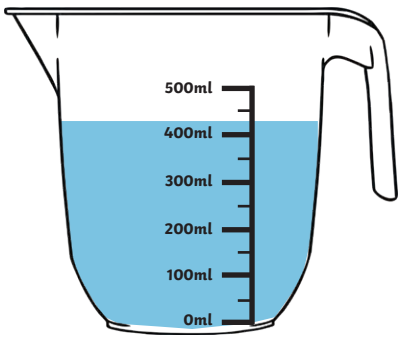
3. _____ ml



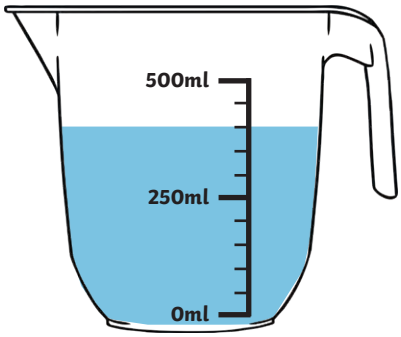
4. _____ ml



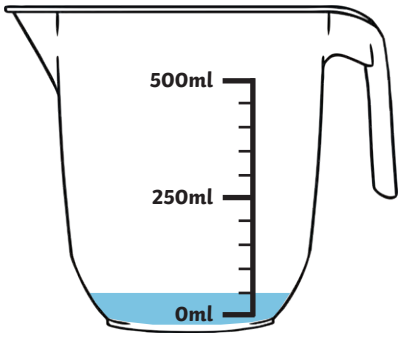
5. _____ ml



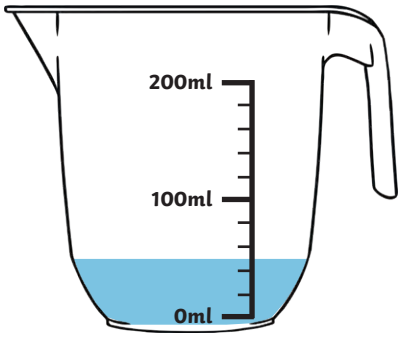
6. _____ ml



7. _____ ml



8. _____ ml

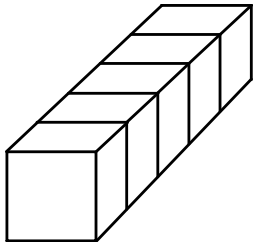
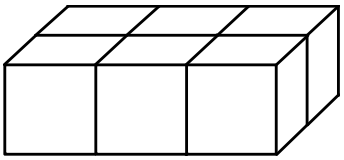
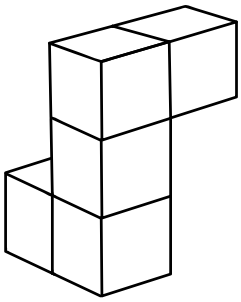
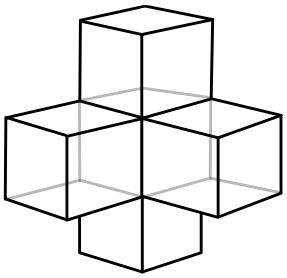
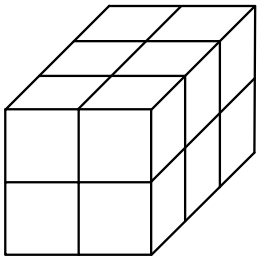
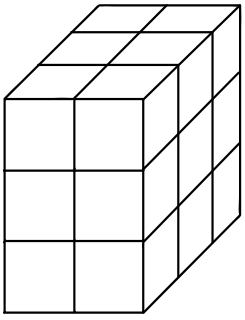


9. _____ ml

Measuring Volume

Volume is a measure of the space occupied or enclosed by a solid shape.

Look carefully at the shapes below. For each one, calculate its volume by counting how many cubes are used to construct it. Write the answer under the picture.

1.  Number of cubes:	2.  Number of cubes:
3.  Number of cubes:	4.  Number of cubes:
5.  Number of cubes:	6.  Number of cubes:

Reflection

Use your answers to complete the following questions.

1. Which shape has the **largest** volume?

2. Which shapes have the **same** volume?

3. Which shape's volume was the **easiest** to measure and why?

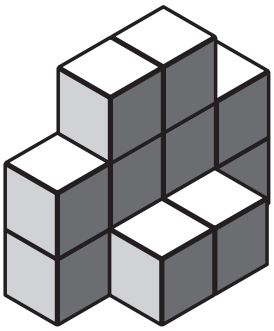
4. Which shape's volume was the **hardest** to measure and why?

Finding the Volume by Counting Cubes

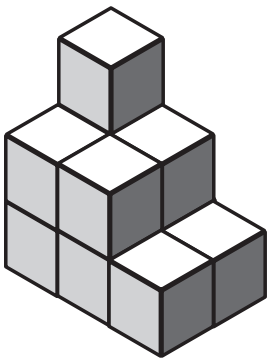
What is the volume of each shape below?

 = 1 cubic centimetre

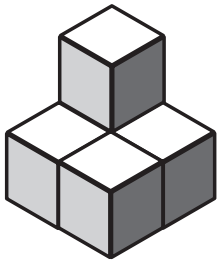
1.



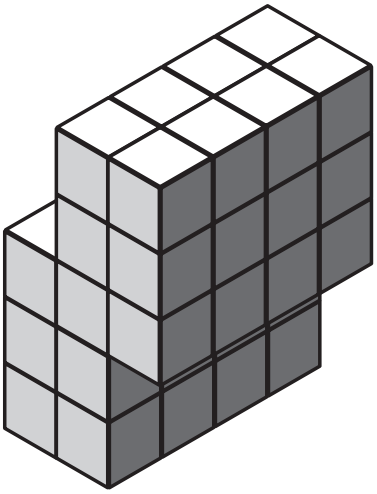
2.



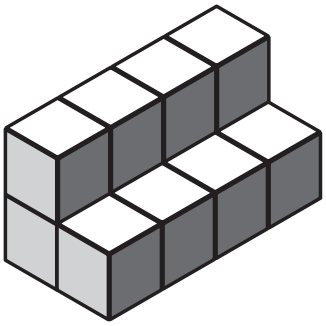
3.



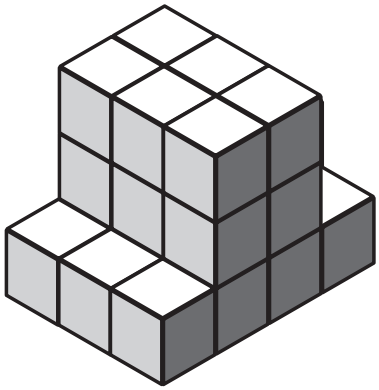
4.



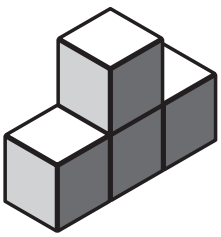
5.



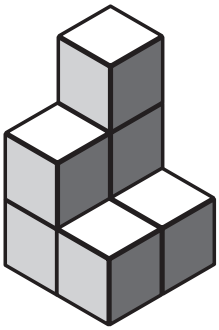
6.



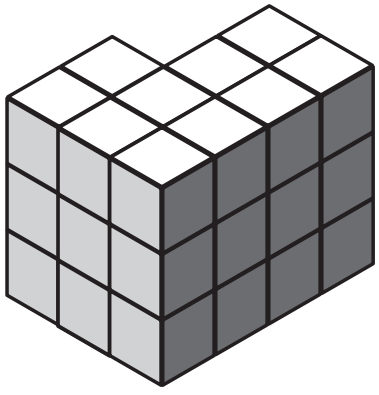
7.



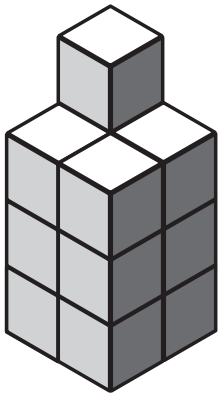
8.



9.



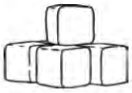
10.



Friday - Volume & Capacity

1. Circle some of the things you could use to measure how much this bucket can hold?







ml

2. Circle some of the things you could use to measure how much this bucket can hold?


pile A 
pile B 

a) Should I choose pile A or pile B to compare?

b) Why is this important?

3. Let's look at some containers.

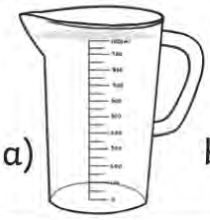
a) The_____has the largest capacity.

b) The_____has the smallest capacity.

c) The_____has a bigger capacity than the_____.

d) The_____has a smaller capacity than the_____.

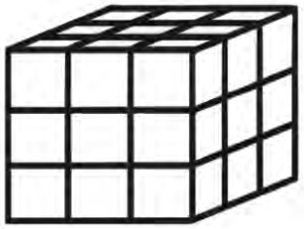
4. How much water is in the jugs?

a) 
b) 
c) 

d) Number the jugs from smallest, 1 to the biggest, 3.

1._____ 2._____ 3._____

5. How many blocks will fit inside this box?



Capacity Challenges

Challenge 1

Janine needs to fill a bucket with 2 litres (2000ml) of water. She has bottles which hold the following amounts:

200ml, 250ml, 500ml, 750ml

Give two different ways that Janine can fill the bucket (you may use each container more than once).

Capacity Challenges

Challenge 2

Lucien needs to fill a bucket with 1 litre 500ml (1500ml). He has containers which hold the following amounts:

100ml, 200ml, 250ml, 300ml.

Give two different ways that Lucien can fill the bucket (you may use each container more than once).

Capacity Challenges

Challenge 3

Siobhan needs to fill a bucket with 2 litres 500ml (2500ml). She has containers which hold the following amounts:

250ml, 300ml, 500ml, 750ml

Give two different ways that Siobhan can fill the bucket (you may use each container more than once).

Underarm throw and a two handed catch (30 seconds)	Right-arm throw and a right-hand catch (30 seconds)	Left-arm throw and a left-hand catch (30 seconds)	Left-arm throw and a right-hand catch (30 seconds)	Right-arm throw and a left-hand catch (30 seconds)
Underarm throw, touch the ground and a two-handed catch	Underarm throw, 180-degree turn and a two-handed catch	Pass the ball/ beanbag around your – waist, knees and ankles	Partner catches: complete 5-10 catches in a row	With a partner complete 5-10 catches with a curved flight path
Underarm throwing into a hoop	Underarm throwing to knock down an object	Underarm throw, clap hands in front and a two-handed catch	Underarm throw, clap hands behind and a two-handed catch	Underarm throwing to a partner over varying distances
Partner catches: Do as many catches as you can in 30seconds	Underarm throw at a target on the wall	Underarm throw to hit and move an object	Bounce and catch the ball as many times as you can in 30seconds	Create your own throwing and catching game
Using a large ball (basketball): Perform a Pat Bounce Using Two hands	Using a large ball (basketball): Perform a Pat Bounce Using your Right hand	Using a large ball (basketball): Perform a Pat Bounce Using your Left hand	Using a large ball (basketball): Perform a Pat Bounce Alternate hands Left, Right, Left, Right	Using a large ball (basketball): Perform a Pat Bounce And change the speed of your bounce – big and slow, small and fast

FUN FRIDAY BINGO GRID

Choose a line of 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and try and share some pictures with your teacher and class of the fun things you got up to today.

Play a board game or card game with your family members.	 Take a photo of each thing you find as proof.	Go on a bush or beach walk.	List all the different colours you can see outside and tally how many items you see in each colour.	Hide some treasure and create a treasure map for someone in your family to follow.
Try and find an object for each letter of the alphabet around your house or outside.	Create an artwork in your driveway or on concrete using coloured chalk.	Make a tent or special fort in your lounge room. Ask if you can camp out in it for the night.	Play with your pet for 30minutes or take them for a walk.	Read a book for 20minutes or write your own story.
Make up a dance routine to your favourite song.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Collect some leaves, flowers, sticks, feathers and any other natural products and create an artwork with your collection.	Build an amazing Lego creation.	Do a painting or drawing of anything you choose.
Make brownies or cupcakes and deliver them to a neighbour with a nice message.	Do some cooking or baking or create your own unique sandwich filling.	Have a paper-plane flying competition.	Play your favourite music and dance around. Sing along to all the words and dress you if you like.	Have an online playdate with a friend using Zoom or Facetime.
Paint some rocks and create a kindness garden in your backyard.	Put on a puppet show or concert for your family members. You could use stuffed toys or figurines as the characters.	Go on a bug scavenger hunt around the yard. Take photos or draw any interesting bugs that you find.	If you own a tent, set it up outside and go camping with your family. Don't forget the marshmallows!	Create a course that includes at least 5 obstacles/challenges in your backyard, park or open area. See how quickly you can complete it.